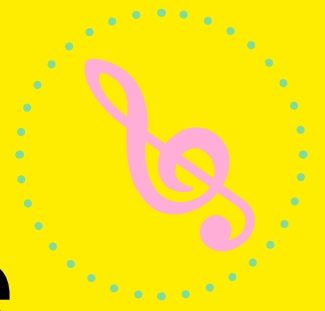


Arts Award Music Discover & Bronze



**A NEW
DIRECTION**
We create opportunity

arts
award



Supported using public funding by
**ARTS COUNCIL
ENGLAND**

Contents

Pg 3 – Introduction to Arts Award

Pg 6 – Arts Award and Music Hubs/Services

Pg 7 – Arts Award and music education programming

Pg 10 - Arts Award Supporters

Pg 10 – Arts Award delivery tips

Pg 12 – Assessment and moderation

Pg 15 – Discover Delivery ideas

Pg 17 – Part A

Pg 19 – Part B

Pg 21 – Part C

Pg 22 – Bronze Delivery ideas

Pg 24 – Part A

Pg 25 – Part B

Pg 27 – Part C

Pg 28 – Part D

Pg 31 – Get inspired, links to Arts Award Music programmes



Arts Award & Music Education

A guide for Music Hubs, Music Coordinators, Heads of department and teachers of Music, Music Organisations, Educators and Facilitators

How to use this resource

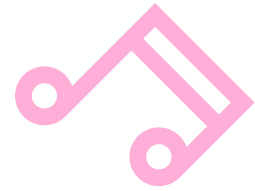
A New Direction (A.N.D) has created this resource to support music hubs, music coordinators, music teachers, music facilitators and organisations with a strong music focus. This resource is here to assist you to run Arts Award effectively and stress free.

In this resource you will find guidance on how to plan and embed Arts Award within your music curriculum or programme, how to make it manageable and meaningful and how to fulfil the award criteria strategically.

This resource focuses on Discover and Bronze examples, however this guidance can be applied and adapted to all levels.

This resource goes hand in hand with the [Online Discover Logbook](#), [Discover in a Day Logbook](#) and [Bronze Arts Award Student Logbook](#) and would be applicable to any other logbook you might be using.

To run and assess Arts Award you need a trained adviser. The guidance in these resources does not replace the adviser training or the information of the adviser toolkit.



What is Arts Award?

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

Who is Arts Award for?

Arts Award is open to children and young people aged up to 25. It can support gifted young musicians who may struggle with literacy or reading music, young disabled musicians, young musicians of all vocal styles or genres, ones that play mainstream or unusual instruments, solo or in ensembles.

Arts Award is also great for young people working with digital music, sound production, and sound recording or even music promotion and management. It is equally great for new musicians or as an accompaniment to any project that is introducing your young people to music and new music techniques for the first time.

Arts Award is flexible and accessible and can be run with young people with SEND. Depending on children's individual requirements you might need to adapt the project and evidencing logbook to suit them.

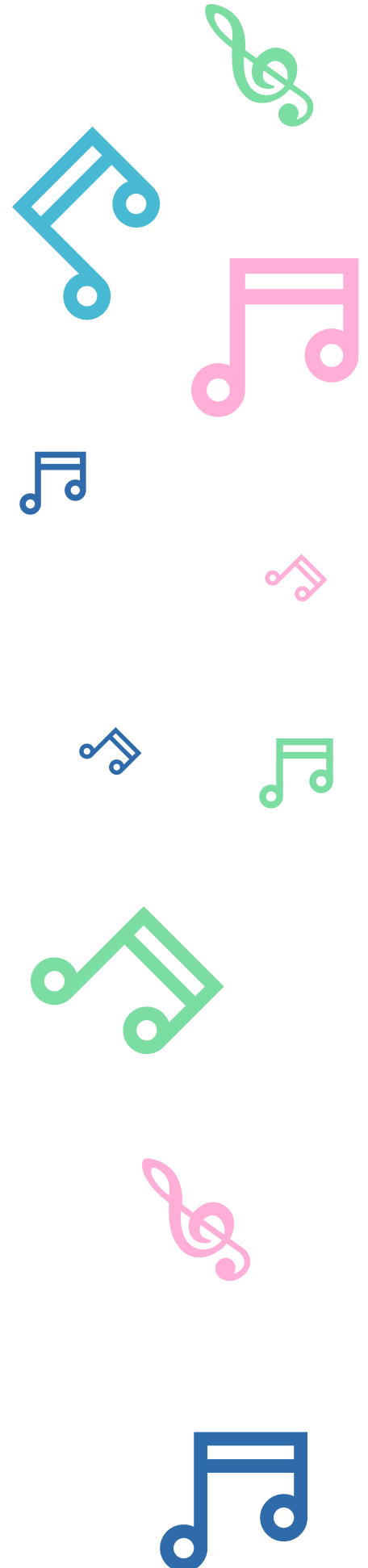
Why do Arts Award?

Play and make music – inspire a love for music- build progression- encourage opportunity & careers

Arts Award can;

- support a broad and balanced music curriculum
- function as a framework to plan projects
- develop a range of transferable skills including creativity, communication and leadership
- support student achievement
- encourage young people to reflect on their learning experiences

The structure of the Arts Award provides an opportunity for children and young people to develop their knowledge and understanding in Music beyond learning an instrument. All levels of Arts Award involve a degree of participation, reflection and gathering evidence. For that reason it supports young people to develop their knowledge on how music can relate to other artforms and encourages them to become more rounded musicians by understanding the broadness of music and the arts. It supports them to explore what interests and engages them, express themselves, develop agency and be publicly validated and celebrated.



All levels of Arts Award include an element of reflection on skills development, which is vital for encouraging young musicians to take ownership of their own development, seek opportunities and be creative. It also allows for cross artform collaborations and musical research.

Arts Award's flexibility makes it widely accessible. Evidence can be provided by children and young people in a wide range of formats including written evidence, illustrations, blogs, social media, audio and visual recordings

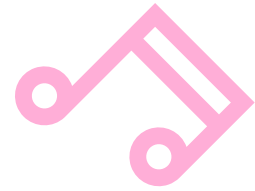
Discover and Explore might be thought to be aimed at primary age, but actually can be run with children and young people of any age (up to 25) and in a range of contexts, from whole year group delivery to extra-curricular projects and partnership working. Bronze is for 11+ and creates a great foundation for higher levels.

Although you can jump in to Arts Award at any level, the different levels of the award can be interlinked to provide progression, peer learning and musical leadership.

What is Artsmark?

The Arts Award is often confused with Artsmark. Artsmark 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. Artsmark and its relation to Arts Award is not important just for schools. Music Hubs and cultural organisations can play a vital role in strategically and programmatically supporting schools to achieve Artsmark. In the Artsmark criteria, Arts Award is explicitly mentioned and there are many ways that the two programmes link.

If you would like to receive training to become an Artsmark Partner, click [here](#) to find out more.



How can Arts Award Support the core and extension aims for Music Hubs and Services ?

Music Hub Core Roles

Whole Class Ensemble Teaching

Arts Award can support teachers and music leaders to frame and design Whole Class Ensemble Teaching (WCET) and First Access programmes.

Discover can be run with large groups and can be achieved in a range of timeframes from a day linked to an event, visit or project, to a term linked a series of planned sessions.

Playing and performing in ensembles

All levels of Arts Award include live participation and therefore can support practice and live performance.

The element of personal reflection of their own progress that runs through all levels promotes skill progression and the review of professional work inspires and strengthens their own performance.

Arts Award also encourages peer learning via the critique of others' work and progress.

Higher levels provide opportunities for young people to devise, manage and promote their own events, workshops, music groups and ensembles.

Progression routes

Arts Award provides a flexible, accessible and challenging progression framework across all genres and styles of music. It provides a platform for children and young people to find out about local opportunities for education, training and careers.

Arts Award exposes young people to the broadness of the arts and creative industries and opens career pathways they may not have considered.

It develops leadership and research skills that support graded and other exams, including GCSE music.

The recognised qualification is useful for college and university applications, for further study in music, but also the transferable skills that it offers are useful for any course.

Singing, choirs and vocal ensembles

Arts Award encompasses all genres of music and through the process young people capture and record their singing journeys and achievements.

Children and young people can get accredited for vocal and singing genres.

Because of the all encompassing element of Arts Award, young people that might not at first participate in singing activities, do so because it advances their music practice.

Arts Award recognises and encourages participation in singing groups and choirs outside of school.



Music Hub Extension Roles

Continuing professional development (CPD)

Arts Award training provides CPD opportunities for

- music leaders at all levels of their career
- programme managers
- teachers

Professional musicians, music venues, and experiences

Arts Award promotes experiences and reflections (in the form of critique and reviewing) on live provision, which can include concerts, recitals, musicals and gigs. Arts Award encourages young people to research, meet and interview music professionals of all types from musicians to producers and DJs.

It also creates a framework for taking backstage tours, attending after-show talks and Q&As.

The higher levels of Arts Award require young people to research and work alongside, support and shadow artists and practitioners.

How does the Arts Award compare with other music qualifications?

Arts Award	Level	Grades Equivalent	School exams difficulty level or equivalent
Discover	Introductory Award	n/a	n/a
Explore	Entry Level 3	Initial (Trinity College London)	n/a
Bronze	Level 1	1-3	GCSE Grades 1-3
Silver	Level 2	4-5	GCSE Grades 4-9
Gold	Level 3	6-8	AS Level (16 UCAS points)

Where can the Arts Award fit within music education programming?

Whether you are delivering or supporting the music curriculum, work for a Music Service/Hub or are a peripatetic music tutor, ensemble or choir leader; you can combine and embed the Arts Award framework into your existing delivery. It is likely that a lot of your programme is already meeting the criteria for Arts Award; you do not have to create a brand new project or scheme of work.

It can support a student who struggles with traditional music grades but equally confident young musicians can use the Arts Award to develop as music leaders and explore the world of live and recorded music, music training and a wide range of careers.



If you are a Music Hub or organisation that has a programme attached to funding, Arts Award provides measurable outcomes for funders and stakeholders.

Here are some examples on how the **Arts Award fits within music education** programming.

Arts Award within Music Education	Relevant to		
	Music Hub	Music Staff (school)	Music Orgs
Support schools to deliver a broad and balanced curriculum	✓	✓	
Use it as a framework within music curriculum for Key Stage 1 and Key Stage 2 whole class music, ensemble music making and singing	✓	✓	
Use it as a framework within music or performing arts curriculum for Key Stage 3	✓	✓	
Extension for Key Stage 4/5 exam students and graded music exam students, giving them an extra qualification	✓	✓	
Use it in conjunction with vocational qualifications	✓	✓	
Encourage uptake for Music GCSE or A-level	✓	✓	
Embed music Arts Award as part of transition programming (primary to secondary, post 16 to higher education)	✓	✓	✓
Regular music school activities that run after school, school holidays or at weekends	✓	✓	✓
Embed it within music projects or events	✓	✓	✓
Support targets for musical leadership and student voice	✓	✓	✓
Broaden children and young people's knowledge of careers and career paths	✓	✓	✓
Link it to inclusion strategy and support children and young people with special educational needs or those who need adapted musical instruments and/or assistive technology	✓	✓	✓
Use it to boost interest in unusual instruments or genres	✓	✓	✓
Encourage musical skills development (e.g. timing and phrasing, composition, mastering an instrument, improvisation, playing as part of an ensemble)	✓	✓	✓
Encourage transferable skills that will support career prospects (e.g. resilience, reflection, teamwork, confidence, leadership)	✓	✓	✓
Develop research skills and knowledge of music industry	✓	✓	✓
Make instrumental tuition more reflective and holistic	✓	✓	✓
Give greater depth to youth music projects	✓		✓
Peer learning and progression: deliver 2-3 levels of the Arts Award in conjunction with each other.	✓	✓	✓
Encourage cross-curricular approaches to music education	✓	✓	✓
Develop parental engagement & family Learning	✓	✓	✓
Stretch those who are more able	✓	✓	✓
Link it with higher education projects and partnerships	✓	✓	✓
Support your Artsmark targets or targets of schools you work with	✓	✓	✓
Offer activities towards Arts Award programmes that others run (e.g. schools)	✓		✓

How to run the Arts Award effectively, manageably, meaningfully and strategically.

Know what covers the criteria and how it matches your action plan.

Moving our thinking away from minimum requirements can be freeing. For example, the Discover criteria can be easily met but equally you can design a programme that fulfils the criteria and that covers a whole range of other activities as well. This can work especially well if you are working with an older group.

Think how each level fits your timescales. E.g. Discover is very flexible and could be delivered during a short time scale or spread out to last longer. Bronze can be delivered in a term, but Silver or Gold could take a year.

Start with auditing what you have.

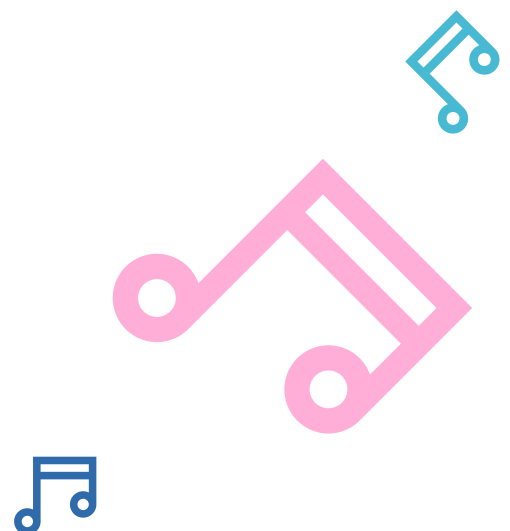
- Think about how you can link an Arts Award project with existing regular activities
- How can Arts Award connect with planned projects and events?
- In what ways can you incorporate Arts Award within larger events e.g. end of year concerts or a specific festival?

Are there any elements of the Arts Award that your programmes do not cover that could be covered by other activities you know your young people take part in?

Connect.

If you are a Music Hub;

- Think how you can use the Arts Award to connect with other Music Hubs, organisations and schools.
- Can you partner with music organisations that you engage with to deliver Arts Award together?
- Explore what the benefits are for schools or organisations that you regularly work with or would like to target.
- Audit what your schools offer. Part of the Arts Award can be covered by school activity and part from Music Hub activity.



If you are a school;

- How can you work together with your Music Hub and local organisations to deliver Arts Award and broaden your curriculum?
- Does your borough have a Cultural Education Partnership (CEP) you can connect with?

If you don't have capacity right now, why not explore the role of Arts Award Supporters?

Arts Award Supporters are organisations that are aware of Arts Award and although they don't run it fully or assess it, they offer activities that count towards an Award.

Here are some ways that supporter programmes run:

- Highlight artistic activities that young people can use towards their Arts Award
- Organise or record and upload on their website interviews with musicians including Music Hub Peripatetic staff
- Provide opportunities to see live music
- Provide opportunities to meet and interview musicians and music professionals
- 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

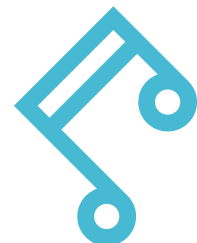
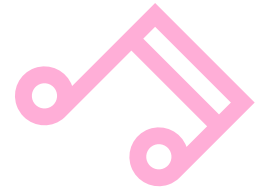
To register as an Arts Award Supporter simply complete the short online induction tutorial at www.artsaward.org.uk/supporter

To search the directory for music organisations that are supporters go to <https://www.artsawardsupporter.com/map>

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 and how your young people 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 and think about how those can be a creative task too.
- 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!



Don't go at it alone

- Often parents/teaching assistants/lunchtime supervisors/governors and older students could be a valuable resource.
- If you have a budget, consider getting an external adviser to help you get started or to help assess.
- If money is tight, why not work in partnership with an organisation?
- Link up with an Arts Award Supporter. They often have discounted tickets, tours and workshops that you can take advantage of.

Picture Perfect

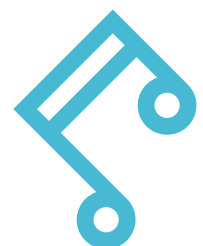
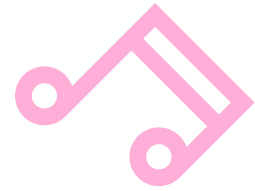
- Photos are a quick and simple way of evidencing group activity. However, unless you plan in advance and are clear about who is documenting, it can end up being overwhelming.
- Allocate one device and shoot everything on it.
- Backup and name/sort by part of the award. E.g. Willow Class_Y4_Discover AA _Part A_samba workshop with x music company_ date.
- Ensure you have parental permissions for documentation and remember you can still have shots of e.g. hands working on an arts project for those that cannot be photographed.

Connect Levels

If you work with secondary school aged young people, you can run a programme that includes more than one level.

For example:

- you can run Discover with your new Y7s as a transition programme or with primary students from feeder schools
- For their Part A (take part) they can be taught skills by your Y9s working towards their Bronze Award.
- You can then have a small group of Y11s working on their Silver Award coordinating the whole project.



Art Forms

Young people working towards their Arts Award can explore other art forms alongside music.

Arts Award recognises the widest possible range of arts engagement.

Please use this list as a guide and note that it is not definitive.

Performing arts	Visual arts, craft and design	Digital and media
<ul style="list-style-type: none"> • music • dance • drama • storytelling • circus • mime • carnival • musical theatre • physical theatre 	<ul style="list-style-type: none"> • drawing • painting • ceramics • sculpture • textiles • printmaking • graffiti art • mixed media 	<ul style="list-style-type: none"> • 'digital making' using code • photography • film • video • computer arts • games design • recorded music • live/performance art
Literature	Museum and Heritage practice	Wider arts practice
<ul style="list-style-type: none"> • poetry • fiction • journalism, • scriptwriting 	<ul style="list-style-type: none"> • curation • interpretation • design and display • living history • architecture 	<ul style="list-style-type: none"> • arts marketing • producing • arts administration

Assessment

Young people taking part in their Discover or Bronze Arts Award get assessed in 3 criteria

1. Art form knowledge and understanding
2. Creativity
3. Communication

The named and trained Arts Award Adviser takes responsibility for the assessment and attends the moderation (this does not apply for postal moderation)

If there is a team of facilitators /educators working on the project, it helps to have clarity of roles and responsibilities. For example, every member of staff might support the gathering of evidence and assessment but the final assessment report needs to be completed by the named Arts Award Adviser.



What is moderation?

Moderation is the process of validating the adviser's assessment of the young people's work.

At moderation, a moderator will look in detail at a sample of the young people's portfolios to ensure the adviser assessment is accurate and in line with requirements and assessment criteria, and that evidence has been correctly logged.

Whilst planning your Arts Award project, you should also be thinking ahead to when you think your young people's work will be ready for moderation.

All five levels are assessed by a registered Arts Award Adviser.

Explore, Bronze, Silver and Gold levels get moderated by an external moderator.

Discover is certificated, not externally moderated by Trinity College London.

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 meet the criteria you and the young people you work with can be 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.

If you are working with older young people and/or smaller groups, young people can evidence in any format, including 2D, 3D, digital, written, visual, and audio or even a mixture of several formats.

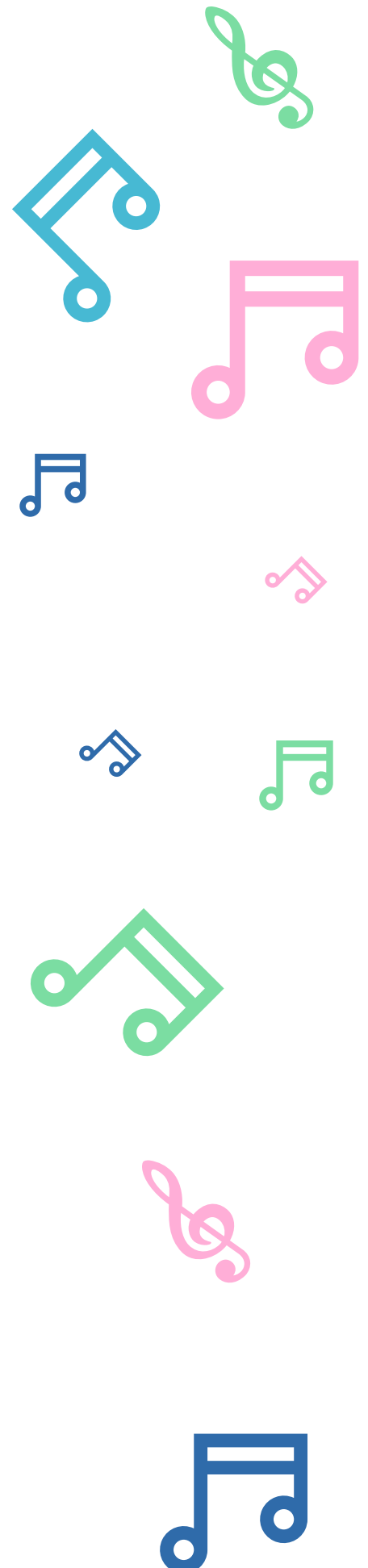
One important thing to encourage, in whatever format your young people create their portfolio of evidence, is to clearly mark each piece of content so that it is organised into the different sections of the Arts Award and you and the external moderator can find the appropriate evidence easily and efficiently.

TIP: See our [short digital resource on digital evidencing](#)

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. 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 an adviser with the centre is a straightforward process.

Time & cost considerations

It is important to acknowledge how long the process can take beyond working with the young people. Below we have noted a couple of things to take into account. Cost considerations might also influence your time frames.

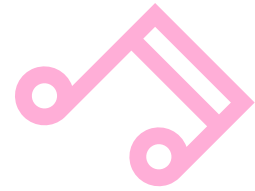
You can see up to date details about timelines and costs for certification and moderation of all the levels [here](#).

Timeline considerations

When booking moderation, please note the following key deadlines.

Registering as a centre could take a couple of weeks so include this in your timeline.

The timelines given by Arts Award assume you pay the certification/moderation fees as soon as you receive the invoice. If your finance department pays invoices on specific days of the month or you need to raise purchase orders etc. that can take longer.



Arts Award Discover



Discover Arts Award

Music

How to use this section

In this section we are giving you some suggestions for each part of the Discover award, including extension activities and suggestions. Arts Award is a flexible framework and can be adjusted to fit projects that are as simple or elaborate as needed to suit the groups you are working with.

Who is Arts Award Discover for?

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

What do the young people have to do to achieve Discover?

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

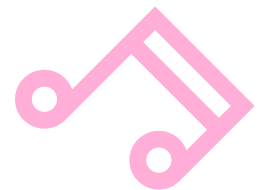
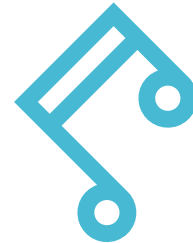
Find out about artists or makers and their work. This of course includes all musical genres and other music related creative careers.

Part C: Share

Share your learning, opinions and experiences with others

Extensions:

Thinking of doing an Explore after your Discover or embedding some Explore elements while working on Discover? Get some inspiration [HERE](#)



Discover Arts Award: Part A

The Arts Around Us / Take Part

Part A has two subparts. It focuses on the 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 present in their normal everyday life. Ask them to observe their surroundings closely; from the walk to school, places they visit, around their home.

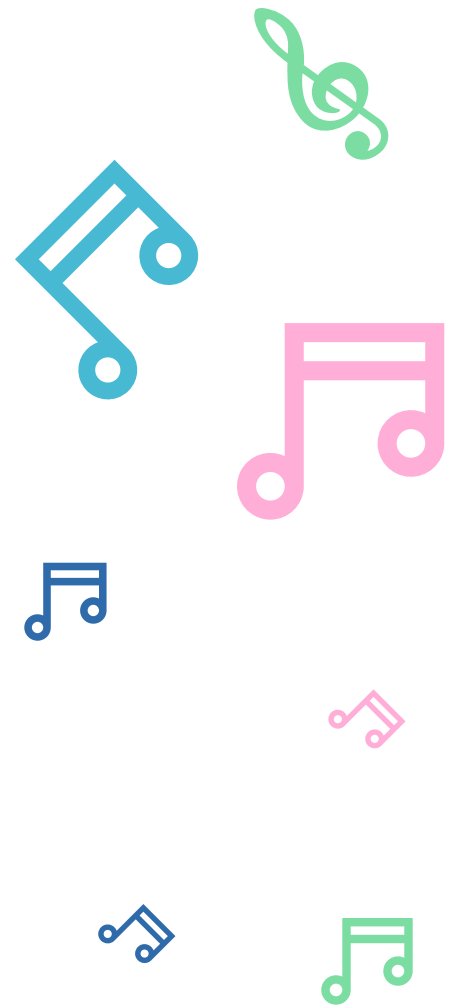
Example activity:

Where are you likely to hear music? (at home, on the radio, films, adverts, concerts, on social media, in restaurants, in people's houses, at schools, nurseries, universities etc)

Music is one form of art, what other forms of art can you think of? Circle/tick/colour (dependent on logbook design) in 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

- You will find music everywhere, can you name three places you might hear music?
- What kind of music do you like?
- How do you think music pieces or songs are created?
- Can you define the characteristics of different music genres?
- 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?
- How is lyric writing similar or different to poetry?
- What artforms go into creating a musical theatre show?
- Is architecture an artform? Why/why not?
- Can you make a list of professions that you think belong to the Creative Industries?



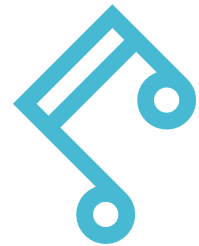
Take part

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

You can choose any genre or music activity and you can also combine artforms. To make it meaningful and strategic, try to use the Arts Award to fulfill a specific purpose within your action plan, project or curriculum.

Encourage the young people to think about the activity they took part in and to consider what they learnt, 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?



Discover Arts Award: Part B

Find out

Part B encourages young people to find out about artists of all kinds including musicians.

Encourage young people to research a musician or someone that works with sound in a genre they are interested in or you as a group are working on. You can focus their research on someone 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 music professionals and then choose who their favourite is. What makes that one their favourite?

Encourage the young people to think about what they would like to know more about.

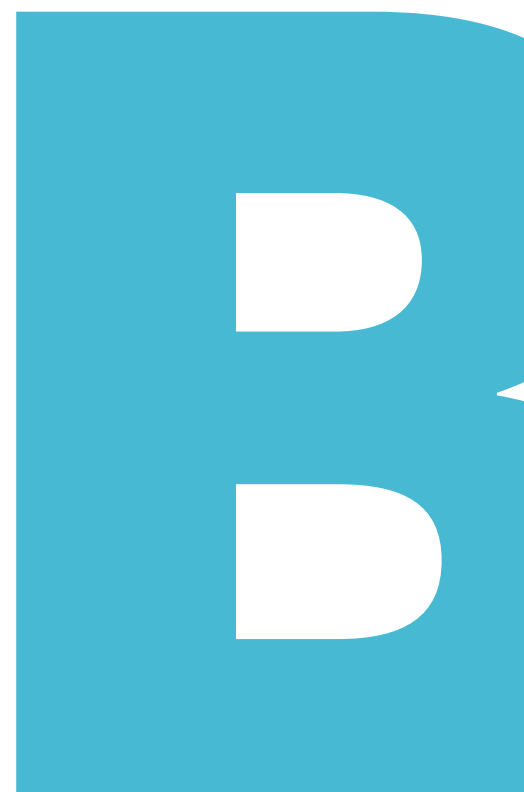
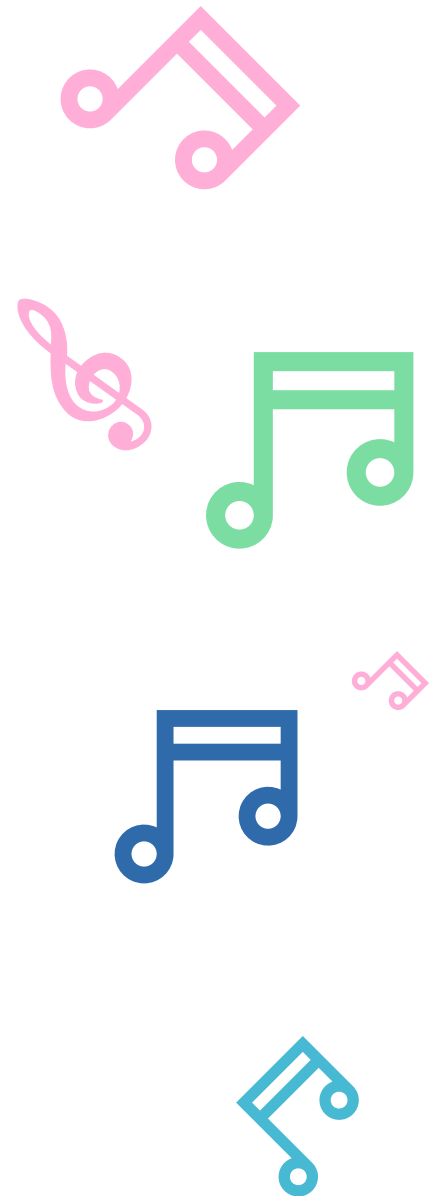
Can you facilitate a real interview? Is there someone in your school /music hub/organisation or network that has an artistic practice and can be interviewed live or online? That could be a member of staff, an artist in residence, a company that is running a project, an after school provider, or someone at a local venue.

While researching musicians and creatives that inspire them, encourage the young people to discover how that person creates their work, how they got into their industry 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.

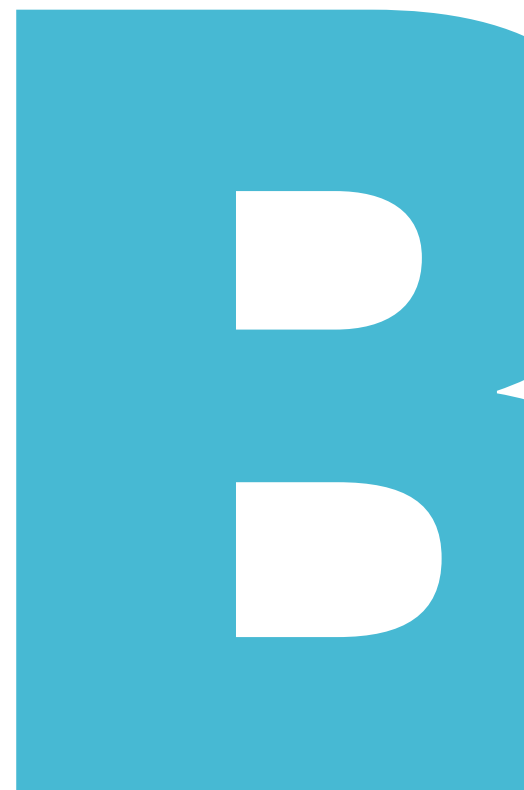
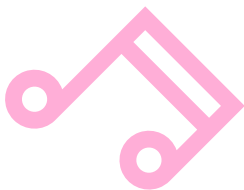
Here are some example questions for the interview or research:

- How old were you when you started your career?
- Did you have to have training to become a pianist/singer/producer/DJ etc?
- What is your favourite part of your job?
- Who inspired you to start a career in music and who inspires you now?
- What challenges and obstacles have you faced in your career?
- What does a typical day of your job look like?
- What skills, materials, spaces, technologies, tools or methods do you use?



Extensions:

- Add to their logbook a photograph or drawing of their chosen musician or a recording or score of their work.
- Encourage the young person to create a piece of music inspired by their research. If they have chosen a singer, they might try to learn the song themselves. They could create an image of the artist, or recreate artwork from an album cover.
- Encourage the young person to see if they can find somewhere they might be able to experience their chosen artist in real life, can they hear them play, watch one of their films if they write for film, see one of their shows if they write music for musical theatre.
- Consider how you can support them to research further?
- Deliver a session exploring the music industry and career paths. Visit the [Prospects](#) website to see a list of jobs related to music degrees.



Discover Arts Award: Part C

Share

Part C focuses on the young person 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 young person could choose to share;

- information about the musician they discovered
- their own creation based on the activity they took part in or the musician they discovered. What they think is successful about it and what they would like to improve
- something they have learnt about themselves during the project. They could be encouraged to link this learning with their aspirations, perhaps or try a new genre they have discovered and they want to explore further.

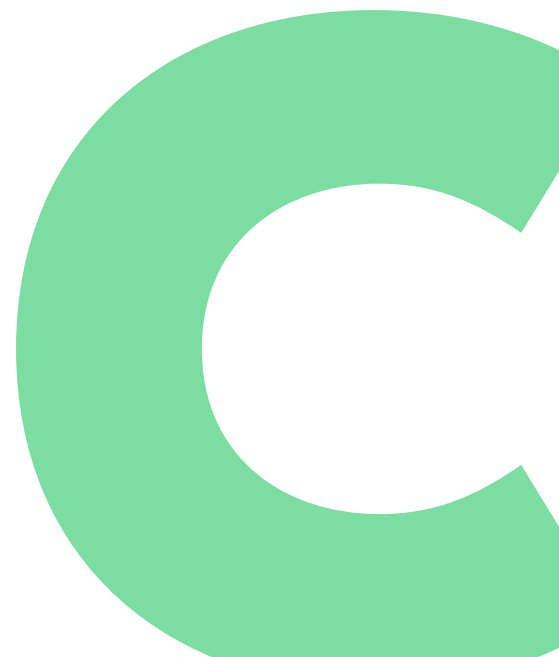
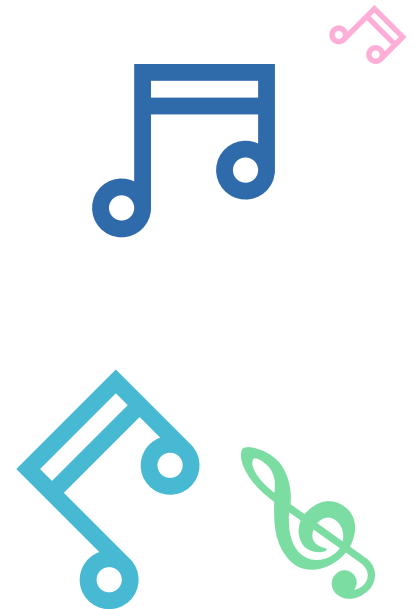
How can they share it?

Encourage them to think about how they can share this creatively. Think about how this activity links with other targets. E.g. a school might be looking to increase oracy in boys. Could they vlog or present? Does it link with your Rights Respecting School agenda or your organisation's targets for student/youth 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 school/music hub website or on social media
- Write an article or poem for a newsletter or community publication. This could also be displayed on a school/music hub noticeboard
- Set up an Arts Award blog and collate short videos, voice recordings, posters etc



Arts Award Bronze



Bronze Arts Award

Music

Bronze is a Level 1 qualification on the Regulated Qualifications Framework (RQF) and is open to young people aged 11 to 25.

There are 4 parts to the Bronze Arts Award:

Part A:

EXPLORE THE ARTS AS A PARTICIPANT | take part in arts activities & developing your skills

Part B:

EXPLORE THE ARTS AS AUDIENCE | watch & review events/ experiences

Part C:

RESEARCH THE ARTS | find out about people in the creative industries

Part D:

SHARE ART SKILLS | pass on your skills on to others

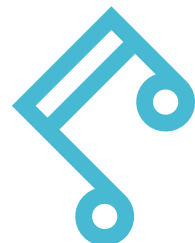
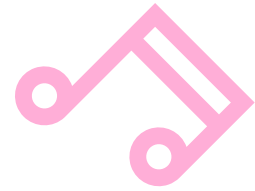
To achieve a Bronze Arts Award:

Each young person needs to collect evidence in an individual arts log or portfolio of their experiences of:

- developing their interests, knowledge and skills through actively participating in any art form
- experience of at least one arts event/experience as an audience member and their review of that event/experience
- researching the career and work of an artist or craftsman that inspires them
- experience of passing on an arts skill

The Bronze Arts Award Student Logbook that accompanies this resource provides a template that could be used by young people, however they can evidence in any format they prefer.

TIP: Refer to the [digital evidencing resource appendix](#) for ideas on evidencing digitally



Bronze Arts Award: Part A

Take Part

The focus for Bronze Part A is participation in an arts activity and reflecting on their progress. The activity can be in any art form, and they could either try something completely new, or develop an artform they already engage with.

The evidence young people need for this part is

- description of the arts activity
- evidence of participation and development in the arts activity
- a summary of their reflection of what they have learnt and how their skills improved including identifying what the next steps are

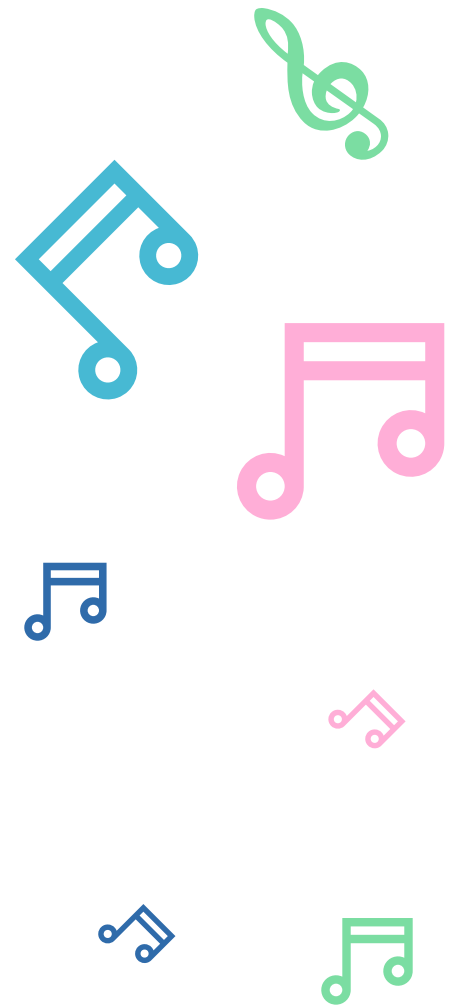
How to choose the activity and level of difficulty

What young people do for part A needs to be substantial enough to enable them to progress and develop their knowledge and skills in the art form. In terms of types of activity, this is totally up to you and the young people.

Every student and group will be at different starting points and abilities so the level needs to take that into account.

To avoid evidence being something that happens at the end, incorporate evidence collection into the activity itself and use this as a reflection tool. To make evidencing fun and interesting think about different ways of documenting e.g. photographs, filming, blogging,

In the [Logbook](#) that accompanies this resource there is a suggested activity that asks young people to focus on four elements or skills that they want to develop. This makes the process more meaningful and also focuses the facilitator on what feedback to give. The young person can identify progression in a tangible way.



Bronze Arts Award: Part B

Watch and Review

This part is about young people experiencing the arts as an audience member, reflecting on their experience, and sharing their reflections with others.

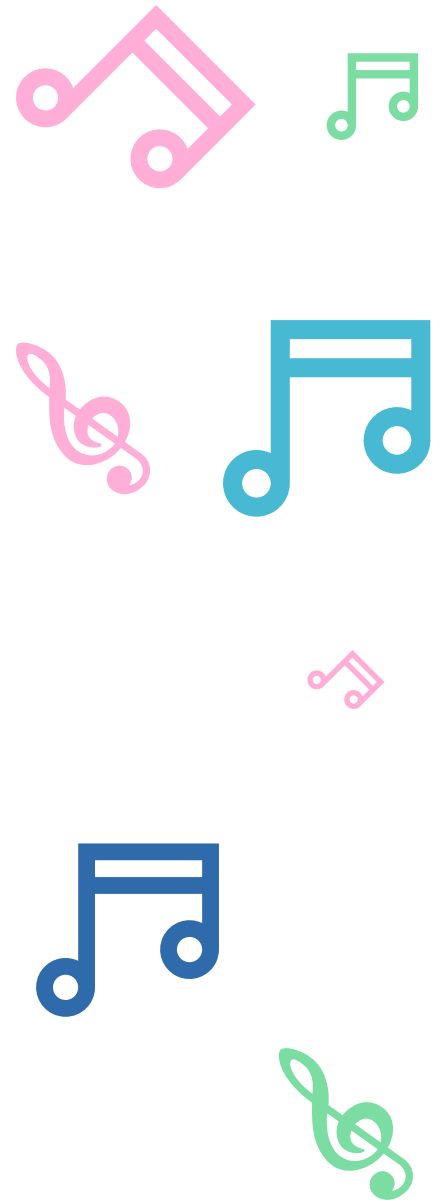
Arts experiences can be

- Exhibitions
- Arts Festivals
- Comedy shows
- Dance Shows
- Studio/backstage tours
- Films/radio plays
- Gigs
- Plays
- Concerts
- Performances
- Fashion shows
- Online events
- Public Art
- Museum/Heritage visit

The evidence young people need for this part is

- **Attendance:** Young people need to evidence their attendance at their arts experience by including for example a copy of a ticket, flyer or programme, or a photo of the young person at the event.
- **Review:** Young people reflect on their experience as an audience member by producing a review. This can be written or captured in a different way. It's really important that young people focus their review on the creative impact and content of the arts experience.
- **Sharing:** Young people need to evidence how they have shared their reflections with at least one other person. For example, this could be at an assembly, to their peers in a music group, to family and friends.

TIP: Arts Award Supporters may be able to facilitate contact with professional artists or practitioners they work with.



How to help young people write a successful review

Prepare: They need to know what they will be reviewing. Ask them to do some research beforehand so you and they know the context of what they will be reviewing. Ask them to think about who it was made for/ what is the target audience. Also help them focus on who their review target audience is.

Read some reviews and note what works and what doesn't.

During the experience encourage them to consider:

- Take notes throughout
- thinking about the overall experience and the fine details
- the technical side e.g. lighting, curation etc
- artistic choices e.g. length, structure, composition
- artistic performance e.g. acting/ dancing skill
- the audience experience . How was emotion used? How was the audience led through the experience? Was there audience participation?
- Was the experience positive or negative? Why?
- Was there something unexpected ?
- How did it make you feel?

Producing the review:

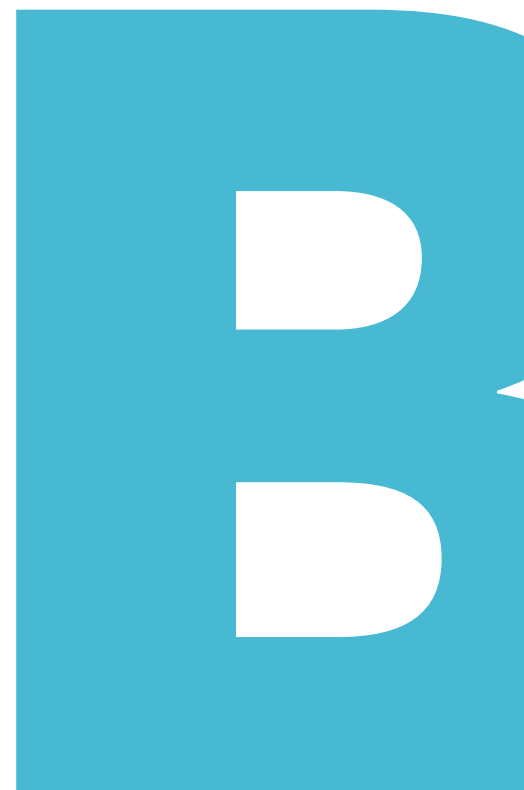
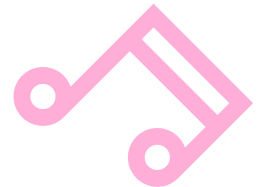
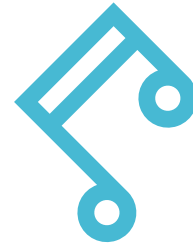
- Highlight that the length of their review depends on who their audience is and what platform they are sharing it on. E.g. Is the review online? Keep it short to keep readers engaged.
- Encourage the young people to be themselves. Reviewing is subjective, it is their opinion. Allow their opinion and voice to shine.
- Encourage writing authentically and from the heart.
- Stress that reviewing should be constructive. If they had a negative response, encourage them to think about why and offer constructive feedback in their review.

It is useful to have sections in order to take their readers on a journey

- an introduction to provide context
- the core section where they share their thoughts
- and an ending.

How to manage opinions about their review:

Have discussions to prepare the young people that their opinion might be different to the opinions of others. If they're posting a review online, there might be comments in response. Encourage discussion about how it is wise to be mindful and professional when replying to comments.



Bronze Arts Award: Part C

Find Out

In Part C, young people research someone in the arts they admire, or who has inspired them.

Young people should be focusing their research on this person's arts-related life and non-arts related biographical information; they need to see the relevance of this research to their own development and understanding of the artform, practice and career pathways.

After they have completed their research, which should include live interviews where possible, the young people need to summarise, in their own way, what they've found out about their chosen arts professional.

This summary can be in any format e.g.

a poster or collage of information	a voice recording	a zine	a live presentation which is recorded
a film	a presentation e.g. powerpoint	a blog post	

The evidence young people need for this part is

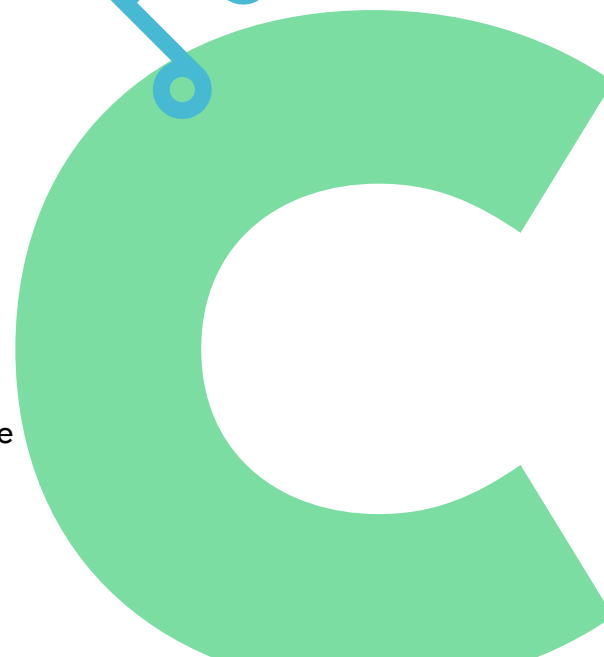
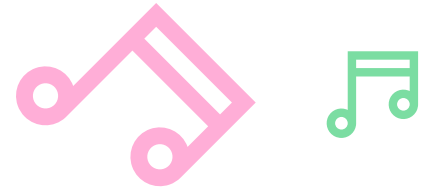
- Evidence of their research
- A Summary of what they found out about their chosen arts professional

TIP: Arts Award Supporters may be able to facilitate contact with professional artists or practitioners they work with.

What can young people use to do their research

- the internet
- books
- magazines
- specialist publications
- television or radio (e.g. recorded interviews)
- film (e.g. biographical films, documentary about individuals)

Part of their research could be seeing the artist's work in person. If the individual is known to them, they could interview them face to face, by email or phone.



Bronze Arts Award: Part D

Pass on Your Skills

The focus for Part D is to develop arts leadership skills in young people by planning, delivering and reflecting on an activity where they pass on their arts skills to others. The skill shared could be elements of what they learnt in Part A or from elsewhere in the curriculum, enrichment or self study.

It is important to understand that this part is not about performing or showing an artwork they have created, although this can form part of their sharing. The focus of this activity should be about passing on and teaching a creative skill to someone else.

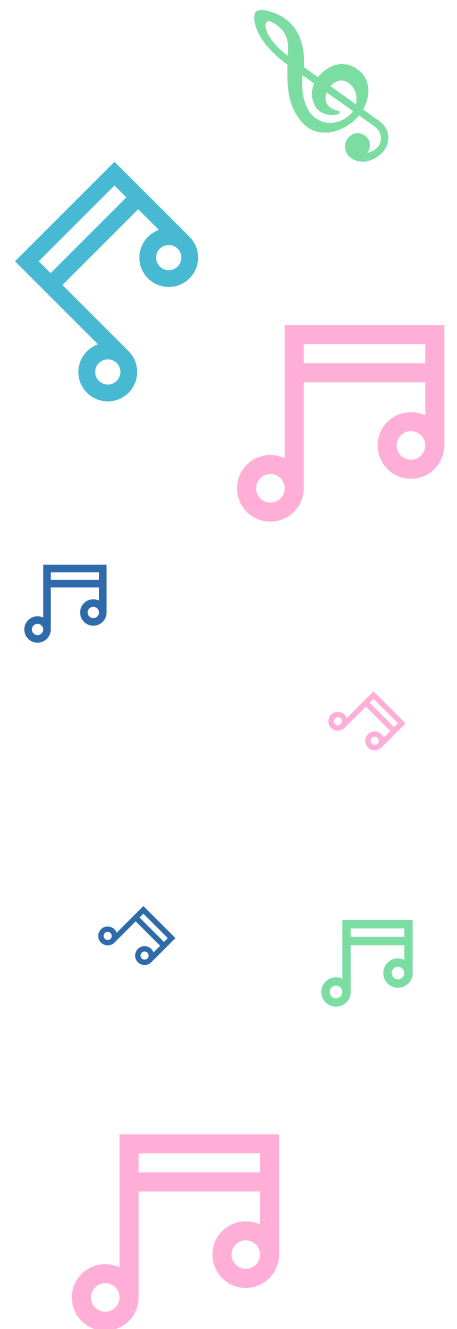
This can be a very empowering part of the award that can give young people real confidence in themselves. It also consolidates knowledge and understanding of their chosen artform(s).

The evidence young people need for this part is

- explanation and plan for skill sharing activity (a lesson plan with rationale, target group info, learning outcomes description of activities, a list of resources and notes of space layout, notes on their prep and work with you.)
- evidence of them leading the activity (photos/video)
- reflection on how it went (feedback from the participants/others)

How to help young people choose what and who to they will pass on the skills

- encourage them to make a list of what they think they could teach. Ask them to think widely in terms of their creative practice.
- each young person or group will have different interests, abilities and confidence levels. Some might be better suited to 1:1 skill sharing and others would be comfortable teaching a small or larger group. Others might want to choose a less in person approach such as writing a 'how-to' guide and filming a video.



- Support young people to consider the qualities and characteristics demonstrated by good leaders/teachers and how these might apply to their own skill share.
- Encourage the young people to think about who their participant(s) are/will be. It often works if the participant group is younger but it can be a very exciting prospect to teach adults including teachers.
- Depending on who they choose, young people should be encouraged to choose activities, equipment and methods that are appropriate for the participant group.



How to help young people plan

Young people need to plan the skill share. It helps if they have some prompt questions to support them on what they need to be thinking about.

What is your arts activity?

Why have you chosen it to pass on?

What do you want the other people to know/understand by the end of your activity/lesson/workshop?

When will you be delivering it?

Where will you be delivering it from?

Do you need to make arrangements for the space?

Who with?

Who are your participants?

Do you need any help and support? E.g. Who will be collecting feedback?

How will you be leading it?

What resources or equipment do you need?

How will you make it safe?

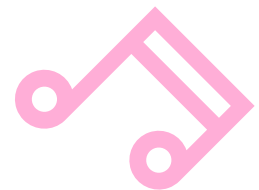
How will you make it interesting?

How will you collect evidence of your skills-share happening? (eg photos, filming). Who will document it for you?

How will you know it has gone well?

Your skill share should have

- an introduction about who you are and what you will do in the workshop/session
- basic rules including safety notes and use of equipment
- ice breaker and warm up activity
- demonstration or presentation
- opportunity for participants to have a go



- check and give feedback/further instructions
- opportunity for participants to have another go or progress
- check and give feedback/further instructions
- opportunity for participants to finalise their involvement/product/performance
- wrap-up activity/sharing/evaluation

How to help young people reflect and gather feedback and self reflect

Participant feedback

What can young people ask their participants?

- Name three new skills you have learnt.
- What part of the activity did you enjoy best? Why?
- What part of the activity was explained/led most effectively?
- What do you think could be improved for next time?

Young people need to think and plan how they can get feedback from participants. This could be;

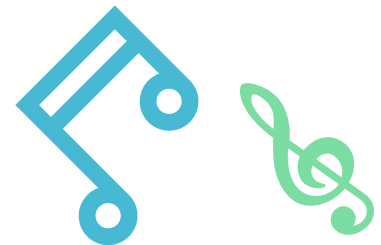
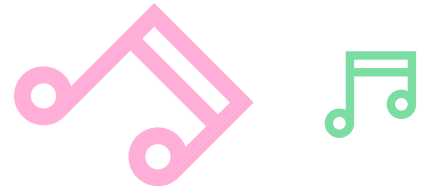
- Feedback forms
- recording or filming discussions after activities
- creating "feedback walls" where participants are asked to write on sticky notes
- display of understanding e.g. participants using thumbs up/middle/down to demonstrate understanding of a concept or instruction

Remember that this needs to be evidenced so if the feedback is verbal or visual be sure to record or photograph.

Self Reflection

Here are some examples for self-reflection starters.

- Did it go to plan? (don't worry if it didn't do to plan just say why)
- What went well?
- What would I do differently next time?
- What did others think about it?
- Did anything happen during the skills share that you hadn't expected?



Get Inspired

Voice Mag: resources, interviews with professionals, and a platform for young people to share their work. Click each link below to find music themed articles relating to each level.

[DISCOVER](#) [EXPLORE](#) [BRONZE](#) [SILVER](#) [GOLD](#)

BBC Ten Pieces: range of resources, logbooks and support to deliver Arts Award and BBC Ten Pieces in conjunction

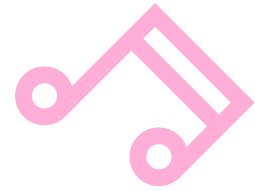
Friday Afternoons: link Arts Award with singing, find out about musicians

Below are some organisations that were highlighted by Arts Award as examples that have mapped their offers to fit Arts Award Bronze.

[Sound and Music](#) | opportunities and resources for educators and young people to support composition

[Live Music Now](#) | concerts, workshops and residencies in SEND schools

[Inspire Works](#) | free body percussion teacher resources



Need more inspiration or activities for your Music 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 enews

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>

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 by Arts Award Consultant Francesca Gkotsi and A New Direction Programmes Manager Chloe Randall

