

Arts Award

The Arts Award qualifications are designed to inspire learners aged 25 and under to grow their arts and leadership talents. Most of all, they aim to support and encourage learners of all levels and abilities and from all backgrounds and cultures to engage and participate in the arts. From the initial Arts Award Discover level, all the way through to Gold Arts Award, these qualifications offer a variety of ways to approach creative and wider skills development, that can be tailored to the school, adviser and learners.

Through Arts Award, learners will achieve a national qualification that will build confidence through nurturing their individual interests, while also equipping them with life skills that will support their education and future employment. To achieve their Arts Award, learners take on challenges in an art form, participate in arts activities, experience arts events, get inspired by artists and share their arts skills with others. They create a portfolio to keep a record of their creative work and progress along the way, and they are supported by an adult, who has trained as an Arts Award adviser and acts as an assessor, facilitator and mentor.

Arts Award recognises all art forms ranging from fashion to poetry, rapping to dance, sculpture to film and arts administration to backstage roles, providing assessment opportunities for many different learners and offering freedom of choice within the framework. This enables them to play to their strengths and express their creative identity through art form options and portfolio presentation. Arts Award is designed as a flexible, personalised learning programme in which those taking part have choice and control.

Aims of the qualification (Bronze)

Bronze Arts Award enables learners to develop a basic understanding of arts practice and some knowledge of arts provision in the community. Learners commit to taking part in creative activities and demonstrate a basic understanding of effective communication and an ability to convey information. Learners create a personal arts log or portfolio containing evidence of their experiences. These arts logs or portfolios can be in any format, including digital. After Bronze Arts Award, learners may wish to progress onto Silver or Gold Arts Award.

Qualification title	Title on regulators' registers	Level on the RQF**	Guided learning hours	Independent learning hours	Total qualification time (TQT)	Qualification number
Arts Award Discover	N/A*	N/A*	–	–	20 hours (recommended)	N/A*
Arts Award Explore	Entry Level Award in the Arts (Entry 3)	Entry 3	25	10	35	600/3894/9
Bronze Arts Award	Level 1 Award in the Arts	Level 1	40	20	60	501/0081/6

Subject content

Learners can work at their own pace for this qualification, and they record their progress in an arts log or portfolio. This provides evidence for the adviser to assess and for the moderator to validate. Arts logs and portfolios can be created in any format. Learners can use written, visual and digital methods to record work for their evidence. To pass Bronze Arts Award, learners are required to create an individual arts log or portfolio that demonstrates how they meet the following requirements:

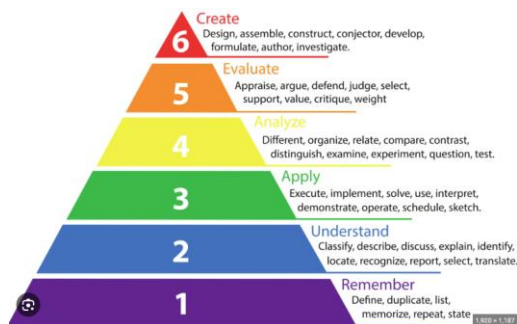
- Development of interests, knowledge and skills through active participation in any art form (part A)
- Experience of at least one arts event/experience as an audience member (part B)
- Research into the work of an artist/craftsperson that inspires them (part C)
- Experience of passing on an arts skill (part D)

Arts Award section	What young people should demonstrate through their evidence	Evidence required in their portfolios
Part A: Explore the arts as a participant	• Participation in any art form • Improvement in personal arts practice	• A description of their arts activity • Evidence of participating in their arts activity, for example, through written/recorded diary logs, annotated photographs, notes, comments or feedback • A summary of what they have learnt and how their interests, knowledge and skills have developed
Part B: Explore the arts as an audience member	• Experience of one or more arts events/experiences • Reflection on the quality of the arts event(s)/experience(s) • Their opinion about the arts event(s)/experience(s) • Communication of their reflection/ views about the arts event(s)/ experience(s)	• Evidence of attending at least one arts event or experience, for example, programme, URL, postcards, photographs, CDs or DVDs • Evidence of personal reflection on the event(s)/ experience(s) and their creative impact • Evidence of communicating/sharing personal reflection with at least one other person
Part C: Arts inspiration	• Simple research into, and appreciation of, the work of an artist, craftsman or arts practitioner • What they have learnt from the research into the person's arts practice, career, life and work	• Evidence of their research, for example, notes, photographs or recordings • A summary, in any format that others can understand, of why the person was chosen and what they learnt about that person's arts practice, career, life and work
Part D: Arts skills share – passing on arts skills to others	• Discussion with their adviser or another arts professional about the plans for their arts skills share • Delivery of their arts skills share • How well they passed on their arts skills	• An explanation of their arts skills share activity, why they chose it, and the plans they've made • Evidence of the activity and how they passed on their arts skills to others • Reflection on how well they passed on their arts skills

Assessment

The adviser assesses each of the arts logs or portfolios against the requirements in the 'What the young people should demonstrate through their evidence' and 'Evidence required in their portfolios' sections and against the assessment criteria. Arts Award qualifications are not allocated different grades or pass levels, so each arts log or portfolio will be assessed as either a pass or a below pass. Arts Award qualifications are internally assessed and externally quality assured. The centre may be required to provide a sample of portfolios for moderation. At moderation the role of the moderator is not to reassess the work, instead they are looking for consistency of approach across the adviser's marking and to establish if the correct marking decisions were made by the adviser.

Advisers look at the evidence in the arts logs/portfolios to ensure learners are working at the required level as described in the assessment criteria. Art form knowledge and understanding Pass: A basic understanding of arts practice and some knowledge of arts provision in the community. Creativity Pass: Showing commitment in creative activities. Communication Pass: A basic understanding of effective communication and an ability to convey information.



Careers

Bronze Arts Award

Level 1 Award in the Arts
Same level as GCSE grades 1-4

Designed for ages 11-14, open to
anyone aged 11-25

Gatsby Benchmark 1, 3,
4, 5, 6

The Gatsby Benchmarks and Arts Award Central to the UK Government careers strategy to raise standards around career guidance in England are the Gatsby Career Benchmarks for schools and colleges. These benchmarks map closely to the Arts Award criteria at different levels of the qualification. Arts Award can directly support settings to meet the Gatsby Benchmarks and add value to careers education in the following areas:

Learning from career and labour market information At Arts Award Silver & Gold levels young people consider the future and prepare for what comes next. They work alongside arts practitioners and conduct research into future opportunities for careers or further education. Encounters with employers and employees This takes place at all five levels of Arts Award. Schools often use visiting artists or trips to arts organisations as a way of introducing young people to careers in the arts Experiences of workplaces Whilst linking directly to experiences gained at Arts Award Silver Unit 1 Part D and Gold Unit 1 Part B, Unit 2 leadership projects at both levels are a great way of framing workplace experience. They require young people to take on a level of responsibility which can mirror that of an employee

Long Term Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1										
Bronze	Part B Be the Audience – attend or experience an arts event and review it Part B Explore the arts as an audience member What young people should do Young people are audience members for at least one arts event or experience. They reflect on whether they enjoyed it, the quality and creative impact of the event or experience and the art form involved. They then share their views with others. What advisers should do ■ Discuss with young people suitable arts events or experiences that enable them to be audience members ■ Identify opportunities that expand the young people's experience and knowledge of the arts ■ Guide young people on how to reflect on their experiences as an audience member ■ Facilitate opportunities for young people to share views on arts events or experiences <table><tr><th>What young people should demonstrate through their evidence</th><th>Evidence required in their portfolios</th></tr><tr><td> ■ Experience of one or more arts events/ experiences ■ Reflection on the quality of the arts event(s)/experience(s) ■ Their opinion about the arts event(s)/ experience(s) ■ Communication of their reflection/views about the arts event(s)/experience(s) </td><td> ■ Evidence of attending at least one arts event or experience, for example, programme, URL, postcards, photographs, CDs or DVDs ■ Evidence of personal reflection on the event(s)/experience(s) and their creative impact ■ Evidence of communicating/sharing personal reflection with at least one other person </td></tr></table>	What young people should demonstrate through their evidence	Evidence required in their portfolios	■ Experience of one or more arts events/ experiences ■ Reflection on the quality of the arts event(s)/experience(s) ■ Their opinion about the arts event(s)/ experience(s) ■ Communication of their reflection/views about the arts event(s)/experience(s)	■ Evidence of attending at least one arts event or experience, for example, programme, URL, postcards, photographs, CDs or DVDs ■ Evidence of personal reflection on the event(s)/experience(s) and their creative impact ■ Evidence of communicating/sharing personal reflection with at least one other person	Part A Take Part in the Arts – try a new arts activity or develop existing skills.. Part A Explore the arts as a participant What young people should do Young people show how they have developed their interest, knowledge and skills in a creative arts activity through active participation. The arts activity can be something new to them or a development in something they are already familiar with. What advisers should do ■ Advise young people on opportunities to participate in the arts ■ Discuss with young people how they can develop their skills and knowledge in their personal arts practice ■ Monitor the young people's progress regularly throughout their activity and check that all evidence is recorded <table><tr><th>What young people should demonstrate through their evidence</th><th>Evidence required in their portfolios</th></tr><tr><td> ■ Participation in any art form ■ Improvement in personal arts practice </td><td> ■ A description of their arts activity ■ Evidence of participating in their arts activity, for example, through written/recorded diary logs, annotated photographs, notes, comments or feedback ■ A summary of what they have learnt and how their interest, knowledge and skills have developed </td></tr></table>	What young people should demonstrate through their evidence	Evidence required in their portfolios	■ Participation in any art form ■ Improvement in personal arts practice	■ A description of their arts activity ■ Evidence of participating in their arts activity, for example, through written/recorded diary logs, annotated photographs, notes, comments or feedback ■ A summary of what they have learnt and how their interest, knowledge and skills have developed	Part C Arts Inspiration – research an artist or craftsperson and their career. Part C Arts inspiration What young people should do Young people use simple research methods to find out about the arts practice, career and work of an artist, craftsperson or arts practitioner who inspires them and summarise what they have learnt. The chosen artist, arts practitioner or craftsperson can be famous or not, historical or contemporary, a formed group or an individual, but they must not be a fictional character. What advisers should do ■ Discuss with young people which artist/craftsperson or arts practitioner they might like to research ■ Suggest where information might be found ■ Guide young people to identify relevant information related to the artist/craftsperson's arts practice, career, life and work <table><tr><th>What young people should demonstrate through their evidence</th><th>Evidence required in their portfolios</th></tr><tr><td> ■ Simple research into, and appreciation of, the work of an artist, craftsperson or arts practitioner ■ What they have learnt from the research into the person's arts practice, career, life and work </td><td> ■ Evidence of their research, for example, notes, photographs or recordings ■ A summary, in any format that others can understand, of why the person was chosen and what they learnt about that person's arts practice, career, life and work </td></tr></table>	What young people should demonstrate through their evidence	Evidence required in their portfolios	■ Simple research into, and appreciation of, the work of an artist, craftsperson or arts practitioner ■ What they have learnt from the research into the person's arts practice, career, life and work	■ Evidence of their research, for example, notes, photographs or recordings ■ A summary, in any format that others can understand, of why the person was chosen and what they learnt about that person's arts practice, career, life and work
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Summer 2

Part D

Arts Skills Share – pass on an arts skill to others.

Part D

Arts skills share - passing on arts skills to others

What young people should do

Young people make a plan to pass on their arts skills to others and then deliver their plan through leading a short workshop or presentation that includes an explanation of their arts skills.

They review how well they passed on their arts skills.

What advisers should do

- Agree with young people an appropriate arts skills share activity
- Guide young people in the planning, delivery and reviewing of their arts skills share activity

What young people should demonstrate through their evidence

- Discussion with their adviser or another arts professional about the plans for their arts skills share
- Delivery of their arts skills share
- How well they passed on their arts skills

Evidence required in their portfolios

- An explanation of their arts skills share activity, why they chose it, and the plans they've made
- Evidence of the activity and how they passed on their arts skills to others
- Reflection on how well they passed on their arts skills