

Gold Arts Award and International Baccalaureate Diploma (IB)



Planning an approach to Gold Arts Award for settings already offering the IB Diploma

The International Baccalaureate® (IB) Diploma Programme (DP) is an assessed programme for students aged 16 to 19. It is respected by leading universities across the globe. Over 100 schools in the UK offer the IB Diploma Programme as an alternative to A Levels. Gold Arts Award can be easily mapped to several aspects of the IB Diploma, and make an excellent complementary extra-curricular qualification for young people completing their Diploma.

Gold Arts Award framework encourages young people to develop their practice in any art form, alongside their creative, leadership and communication skills. There are two units – Unit 1: Personal arts development (Parts A-D) and Unit 2: Leadership of an arts project (Parts A-E).

The evidence requirements for Gold Award Unit 1 can be matched to the IB curriculum, and we have mapped this overleaf. Unit 2 offers an opportunity to extend your IB work by supporting students to develop their own Creativity, Activity, Service project, a central tenant of the IB Diploma.

How does Arts Award work with the IB?

Several elements of the IB map closely with Gold Arts Award.

- ▶ One of the six core subject areas of study for the IB, the arts, is an opportunity to provide links or embed Arts Award into your existing IB programme.
- ▶ The extended essay is an ideal opportunity for young people to explore an arts issue which they are passionate about (Unit 1 Part D).
- ▶ The Creativity, Activity, Service requirement of the IB Diploma is a great way for young people to engage with Unit 2: Leadership of an arts project.

Gold Arts Award

artsaward.org.uk/gold

Level 3 Certificate in the Arts 16 UCAS tariff points

Total Qualification Time: 150 hours (90 guided + 60 independent learning hours) – remember this is only a guide, students may complete their Gold Award in more or less time.

See artsaward.org.uk/qualification for more information.

Unit 1 Personal arts development

Part of Gold award	IB activity	Adaptations needed	Evidence needed
Part A: Extend own arts practice	<ul style="list-style-type: none"> ▶ Exploring a new genre or technique via their arts subject(s) – especially relevant to Creativity, Activity, Service element of the IB. ▶ Working with an arts teacher, external director, peripatetic music tutor, or a more advanced peer as part of their art subject(s) study. ▶ Working with in-school technicians as part of the studies. ▶ School/college performance in theatre, music or dance (essential parts of art subjects' study). ▶ Exhibition of artwork (essential part of Visual Arts study). 	<ul style="list-style-type: none"> ▶ An emphasis on the student extending their arts practice through working with a new/ different art form, genre or practice to create new work. ▶ The student must plan how they will develop new skills through their project – which could be complementary or additional to their IB studies. ▶ Students work with a practitioner in their new art form to develop their skills – either a teacher, experienced peer or external practitioner. ▶ Advisers need to provide opportunities for students to gather constructive feedback from a range of other people on their work. ▶ Advisers consider if the review of their arts practice includes the <u>elements required for Creativity, Activity, Service.</u> 	<ul style="list-style-type: none"> ▶ Details of main & new art forms skills development plan & evidence of progress. ▶ Evidence of new work. ▶ Evidence of sharing & feedback from others. ▶ A final review, including reflection on the new skills developed and the influence of this on their main art form.

Unit 1 Personal arts development

Part of Gold award	IB activity	Adaptations needed	Evidence needed
Part B: Career development opportunities in the arts	<ul style="list-style-type: none"> ▶ Student identifies development opportunities within their arts subject(s). ▶ Student identifies development opportunities which tie directly into their Creativity, Activity, Service project. 	<ul style="list-style-type: none"> ▶ As a guide, minimum involvement should be equivalent to five days' work placement/ volunteering or two days training or workshops – advisers' signpost but do not directly arrange. ▶ Students need to evidence their research into a variety of opportunities and be aware of multiple sources of information. ▶ Students must plan and take responsibility for their development. ▶ Students need to demonstrate an understanding of their arts sector in their area, so need to know more than just what the school offers. 	<ul style="list-style-type: none"> ▶ Research into opportunities. ▶ Description and reflection of what they did. ▶ Comments from practitioners leading the opportunities.

Unit 1 Personal arts development

Part of Gold award	IB activity	Adaptations needed	Evidence needed
<p>Part C: Research advanced practitioners and review arts events</p>	<ul style="list-style-type: none"> ▶ Through arts subject studies in their IB Diploma, students have opportunities to attend and review a range of arts activities (Theatre criteria for example refers to students keeping a journal of their development and experiences as a spectator). ▶ Opportunity to meet and talk to arts professionals about the work they do, organisations they work with and their career paths as part of their arts subject studies, eg professional artist, school drama director, external visiting artists or groups. ▶ Access to arts events and activities could include Creativity, Activity, Service workshops and events at theatres, masterclasses at dance studios, artist workshops or lectures and talks from film directors/ producers – fulfils visual arts criteria especially where ‘Students develop an informed response to work and exhibitions they have seen and experienced’. ▶ Research into different arts practitioners could be tied into Visual Arts Task 1: Comparative study where students analyse and compare different artworks by different artists. At Higher Level (HL) students make a reflection on the extent to which their work and practices have been influenced by any of the art/artists examined, which could be expanded for the Part C reflection. 	<ul style="list-style-type: none"> ▶ Students need to interview and explore the work of professionals – asking them about their career paths and training background. ▶ Students need to demonstrate that they took the initiative that created the opportunity to engage with the arts professionals and their work. ▶ Students can use practitioners they worked with in Part A & B as long as the focus is on career pathways in Part C. 	<ul style="list-style-type: none"> ▶ Research into more advanced practitioners. ▶ Reviews of arts events and activities. ▶ Reflection on how research & experiences have influenced their arts practice.

Unit 1 Personal arts development

Part of Gold award	IB activity	Adaptations needed	Evidence needed
Part D: Form and communicate a view on an arts issue	<ul style="list-style-type: none"> ▶ Using the Extended Essay section of the IB Diploma, students have a framework to form and communicate a view of an arts issue which they are passionate about. ▶ The IB Diploma Extended Essay requires a final piece of 4,000 words. To include this essay in Arts Award Gold portfolios we recommend creating a summary or shortened version of their longer essay. 	<ul style="list-style-type: none"> ▶ The starting point should be the student's views/opinions/interests – the art form doesn't have to be the same as their focus in Part A, but could be a wider arts issue relating to their practice, local provision, or wider arts issues. ▶ This unit is as much about the process of the final view being formed. Young people will need to ensure that they can evidence their research, including research into a range of views and opinions to support their final view. ▶ Young people may want to share their view at a debating club or similar. 	<ul style="list-style-type: none"> ▶ Description of the issue. ▶ Research into a range of views. ▶ Reflection on research & influence on view. ▶ The final argument. ▶ How the argument was shared. ▶ Feedback from others.

Unit 2 Leadership of an arts project

Part of Gold award	IB activity	Adaptations needed	Evidence needed
Part A: Leadership project aims and outcomes	<ul style="list-style-type: none"> All aspects of Unit 2 Gold Award are directly related to the Creativity, Activity, Service section of the IB Diploma, especially the Creativity and Service sections. Leadership projects might involve a workshop series, a one-off day-long event, a performance, exhibition, website or publication – the outcome must be shared with an audience, and this sharing should be organised by the student. 	<ul style="list-style-type: none"> IB recommends that as part of Creativity, Activity, Service at least one project involving teamwork is undertaken. While students can work as part of a team for their Unit 2, their own leadership role must be clearly identified and be of enough scope to allow them to successfully complete this unit. Students would need to demonstrate independent planning. 	<p>A project plan including:</p> <ul style="list-style-type: none"> description of the project, aims and desired outcomes, leadership skills to be developed, leadership role, plans for monitoring progress and collecting feedback
Part B: Organise people and resources	<ul style="list-style-type: none"> Elements of the arts subject(s) students are studying as part of their IB can be interwoven – for example music students could arrange the performance of their group piece, or a gala evening for solo performers; dance students can arrange the performance element of their study, with theatre students arranging performance nights, rehearsal performances or a gala evening for the practical elements of the course; visual arts students plan the exhibition of work which makes up the ‘Communicating Visual Arts’ element of their study – Curatorial Practice is especially relevant. 	<ul style="list-style-type: none"> Students must evidence their planning and management of roles, responsibilities and resources, as well as including reflection of the leadership qualities required to deliver the project as part of their planning. 	<ul style="list-style-type: none"> details of practical issues including timescales, risk assessment, health & safety evidence of delivery of the project
Part C: Manage the project	<ul style="list-style-type: none"> Working with others (a key part of Creativity, Activity, Service) is a requirement for Gold Unit 2 Part C. 	<ul style="list-style-type: none"> Students must decide on the most appropriate form of sharing their work publicly – and this may need to be in agreement with staff or the school. Students need clear evidence of their individual role in the management of the project eg meeting minutes, emails, video, photos, budgets. 	<ul style="list-style-type: none"> reflection on development of leadership skills how the project will be shared publicly details of organising people & resources delivery of public showing
Part D: Manage a public showing			<ul style="list-style-type: none"> ongoing reflection on development of leadership skills feedback from others.

Unit 2 Leadership of an arts project

Part of Gold award	IB activity	Adaptations needed	Evidence needed
Part E: Leadership project report	<ul style="list-style-type: none">▶ Creativity, Activity, Service is not formally assessed, however, by creating a report students are able to reflect on their experiences as part of the Diploma Programme, and provide evidence of achieving the eight learning outcomes - an essential part of their IB journey – while also fulfilling elements of Gold Arts Award.	<ul style="list-style-type: none">▶ Students need to interpret feedback from a variety of sources, eg audience, other team members, staff, practitioners – to feed into their reflection on the project.▶ Reflection should include how their leadership skills developed and how well their project plan worked. They should also consider what they could do differently to improve the project.	<ul style="list-style-type: none">▶ Project report with evidence of feedback and reflection.▶ Detail regarding what they have learnt about working with others.

Please note that this resource is not a substitute for the adviser toolkit as it does not contain all the information needed to successfully deliver and assess Gold Arts Award but is designed to highlight areas where the International Baccalaureate Diploma and Arts Award overlap, and how running Arts Award can fit into your existing programmes of study. In order to deliver this level, you must have completed adviser training for Gold. See artsaward.org.uk/training for more information.