

# Silver Arts Award Evidence Checklist



This resource is designed to support advisers when they are assessing young people's portfolios. If you are planning your Arts Award delivery, take a look at our planning resources on our [Resource Library](#).

This resource is not a substitute for the adviser toolkit as it does not contain all the information needed to successfully deliver and assess Silver Arts Award. In order to deliver this level, you must have completed adviser training for Bronze and Silver Arts Award. See [artsaward.org.uk/training](https://artsaward.org.uk/training) for more information.

What young people should do	Evidence required	What to look for in portfolios	Where is the evidence*
<p>Unit 1: Arts challenge</p> <p>Part A: Plan an arts challenge (linked with Unit 1: Part B)</p> <p>Young people identify their strengths and weaknesses within their chosen art form and set themselves an appropriate challenge that focuses on acquiring and developing new skills within the art form.</p>	<ul style="list-style-type: none"> <li>▶ reflection on their strengths and weaknesses within their chosen art form</li> <li>▶ details of the challenge they have set and why they have chosen it</li> <li>▶ an action plan detailing how the challenge will be implemented</li> </ul>	<p>What skills they would like to work on through their challenge</p> <p>This could include:</p> <ul style="list-style-type: none"> <li>▶ identifying the art form they wish to explore for their chosen challenge</li> <li>▶ identifying their strengths and weaknesses relating to this art form</li> </ul> <p>What will they do?</p> <p>This could include:</p> <ul style="list-style-type: none"> <li>▶ identifying their own aspirations and why the art form has been chosen</li> <li>▶ identifying how the challenge will develop their arts skills (NB these should be different from the leadership skills they will develop in Unit 2)</li> </ul> <p>How will they achieve their challenge?</p> <p>This could include identifying the following in their action plan:</p> <ul style="list-style-type: none"> <li>▶ what they will need to do to achieve their challenge</li> <li>▶ what timescale has been set</li> <li>▶ the milestones they will need to meet along the way</li> <li>▶ what support they will need and who will provide it</li> <li>▶ what extra resources they will need</li> <li>▶ how progress will be recorded</li> <li>▶ how they will collect evidence of them attempting their challenge</li> <li>▶ what plans they will put in place in order to review their challenge</li> <li>▶ how they will gather feedback from others</li> </ul> <p>NB: this action plan needs to be distinct from the one for Unit 2</p>	<p>*(eg page numbers, web link, video time code etc)</p>

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<p>Unit 1: Arts challenge</p> <p>Part B: Implement and review the arts challenge (linked with Unit 1: Part A)</p> <p>Young people gather evidence about how they are developing their arts skills throughout their challenge and adjusting their action plan where appropriate. Young people share their challenge with others and gather feedback on their achievements. Young people then prepare a review reflecting on how the challenge went, how their art form skills have developed and what they learnt, including their reflection on the feedback received from others.</p>	<ul style="list-style-type: none"> <li>▶ ongoing evidence of their progress as they undertake the challenge</li> <li>▶ someone else's review of their challenge</li> <li>▶ their own final review and reflection on their challenge</li> </ul>	<p>Achieving their challenge</p> <p>This could include:</p> <ul style="list-style-type: none"> <li>▶ a diary of their progress in any format</li> <li>▶ activity logs, annotated photos, film, audio recording, art work, website, online blog/ portfolio, text/chat messages, meeting notes, ongoing review of milestones and targets</li> <li>▶ providing evidence of work in progress as well as their final challenge</li> </ul> <p>Reviewing their challenge</p> <p>This could be:</p> <ul style="list-style-type: none"> <li>▶ produced in a format of their choice, such as written, recorded or online</li> <li>▶ how they monitored progress and reviewed targets</li> <li>▶ what they think went well and why</li> <li>▶ what they think did not go well and why</li> <li>▶ if they had to make changes to their original plan and why</li> <li>▶ how they gathered and reflected on other people's feedback</li> <li>▶ things they would improve next time</li> <li>▶ how they shared their work with others</li> </ul> <p>NB: this review needs to be distinct from the one for Unit 2</p>	

\*(eg page numbers, web link, video time code etc)

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<p>Unit 1: Arts pathways</p> <p>Part C: Review arts events</p> <p>Young people review at least one arts event or experience from the perspective of an audience member. The review should focus on the artistic qualities and creative impact of the event(s)/experience(s) and should demonstrate the young person's knowledge and understanding of the art form(s) involved.</p> <p>They then share their review(s) with others.</p>	<ul style="list-style-type: none"> <li>▶ evidence of arts event(s)/experience(s)</li>   <li>▶ reviews in any appropriate format, including comments on the artistic qualities and creative impact of the event(s)/experience(s)</li>   <li>▶ evidence of how the review was shared with others</li> </ul>	<p>Which event(s)/experience(s) they attended</p> <p>This could include:</p> <ul style="list-style-type: none"> <li>▶ experience of arts events such as theatre, gallery, concert, fashion show, film, online stream of a performance or online exhibition</li> <li>▶ what events they experienced</li> <li>▶ programmes, tickets, photos, URL, postcards, CDs or DVDs etc</li> </ul> <p>Reviewing arts event(s)/experience(s)</p> <p>This could include:</p> <ul style="list-style-type: none"> <li>▶ reviewing the creative impact of the event(s)/experience(s)</li> <li>▶ how the creative aspects enhanced the event(s)/experience(s)</li> <li>▶ description of what they liked/disliked</li> <li>▶ what they learnt – knowledge and understanding of the art form</li> <li>▶ whether they would recommend to others</li> <li>▶ demonstrating an ability to review arts events/experiences and understand their purpose</li> </ul> <p>They should not only include:</p> <ul style="list-style-type: none"> <li>▶ a straightforward summary of the event/experience</li> <li>▶ a description of the practical elements such as the journey to the event or refreshments</li> </ul> <p>How shared and who with?</p> <p>This could include:</p> <ul style="list-style-type: none"> <li>▶ reviews published on a website, notice board or a recorded group discussion</li> <li>▶ photos/videos of how the review was shared with others</li> <li>▶ discussion can be lead by the adviser</li> </ul>	

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<p>Unit 1: Arts pathways</p> <p>Part D: Arts research</p> <p>Young people find out more about arts careers through meeting arts practitioners and gaining an understanding of their career development and work. They research and actively participate in opportunities to gain first-hand experience of working in the arts. Through research into arts organisations, they will also find out what opportunities are available to them and how to become more involved, whether as a participant or an audience member. Young people also explore and reflect upon future education and career pathways in the arts and what they might do with their art form skills and knowledge in the future.</p>	<ul style="list-style-type: none"> <li>▶ information about meeting arts practitioners and what they have learnt about practitioners' career development and work</li> <li>▶ evidence of research in the arts. These include education pathways, career pathways, other opportunities within their art form</li> <li>▶ a summary in their own words of what they have found out within this part and what influence it has had on them</li> </ul>	<p>Finding out about artists and arts organisation</p> <p>This could include:</p> <ul style="list-style-type: none"> <li>▶ research should focus on arts practitioners in their art form – preferably through watching, meeting and working alongside artists</li> <li>▶ explore opportunities to take part in arts activities in the local area and beyond</li> <li>▶ research could be presented through audio/visual interviews, personal blog, email correspondence, flyers, brochures</li> </ul> <p>Finding out about career pathways</p> <p>Find out about what arts provision they can participate in to develop their skills or interests further, this might be:</p> <ul style="list-style-type: none"> <li>▶ through jobs, volunteer placements</li> <li>▶ workshops and short courses</li> <li>▶ college or university courses</li> <li>▶ research could be evidenced through print outs from online searches or evidence of attendance at open days, meetings etc</li> </ul> <p>What have they found out?</p> <p>This could include:</p> <ul style="list-style-type: none"> <li>▶ a summary about what new information they have found out and learnt from all their research</li> <li>▶ being able to demonstrate an understanding of the career opportunities in their chosen art form</li> <li>▶ outlining any next steps that they plan to take based on their research</li> </ul>	

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<p>Unit 2: Arts leadership</p> <p>Part A: Plan a leadership project</p> <p>Young people identify the skills and qualities of a leader and consider examples of good leadership they have experienced. They specify the leadership skills they wish to develop. Young people then plan the arts project they have chosen to lead, providing details of the project, why they have chosen it, and its creative aims for the young people and the participants.</p>	<ul style="list-style-type: none"> <li>▶ details of the leadership skills they wish to develop</li> <li>▶ a description of their leadership role within the project and how it will support development of their leadership skills</li> <li>▶ if working in a team, how their role relates to the roles of others</li> <li>▶ a description of the arts project chosen, its aims and scope</li> </ul>	<p>Which leadership skills they want to develop</p> <p>This could include:</p> <ul style="list-style-type: none"> <li>▶ identifying the qualities of a leader</li> <li>▶ identifying their leadership role within the arts project and demonstrate how it will support their development as a leader</li> </ul> <p>Where young people are working as a team, they should also ensure that each young person takes responsibility for a specific leadership area throughout the arts project. Their leadership area should be distinct and allow them to have some creative input into the project.</p> <p>The overall aims and scope of the project</p> <p>This could include:</p> <ul style="list-style-type: none"> <li>▶ establishing the project’s artistic aims and scope</li> <li>▶ why the project has been chosen</li> <li>▶ an appropriate project plan (see also Part B, this does not need to be a separate project plan)</li> <li>▶ identifying method/s for assessing the interests and abilities of participants and/or audience</li> </ul>	

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<p>Unit 2: Arts leadership</p> <p>Part B: Plan the practical issues</p> <p>Young people include plans covering the practical aspects of the project and take into account the needs of the participants and/or audience, resources required and how they will identify and measure development of their leadership skills throughout the project.</p>	<ul style="list-style-type: none"> <li>▶ a project plan</li> <li>▶ any other relevant evidence/notes</li> </ul>	<p>Planning their arts leadership project</p> <p>A project plan which could include:</p> <ul style="list-style-type: none"> <li>▶ the creative purpose of the project</li> <li>▶ who the project is for (who will be the audience/participants?)</li> <li>▶ practical issues</li> <li>▶ timescales</li> <li>▶ how they will promote the project</li> <li>▶ how they will recruit the participants</li> <li>▶ how they will deliver the project</li> <li>▶ resources they will need to deliver the project</li> <li>▶ consideration of risk management and health and safety</li> <li>▶ how they will collect feedback and evaluate their ongoing leadership development</li> </ul>	
<p>Unit 2: Arts leadership</p> <p>Part C: Effective arts leadership</p> <p>Young people deliver the project following the project plan, making adjustments to it where necessary. Throughout the delivery of the project and in addition to the factual description of the delivery, young people demonstrate how they are developing and applying their chosen leadership skills. Young people demonstrate that they can lead arts activities through offering creative suggestions and solutions, help, direction and support.</p>	<ul style="list-style-type: none"> <li>▶ evidence of delivery of the project</li> <li>▶ ongoing reflection on where and how they are developing and applying their leadership skills during the delivery of the project</li> </ul>	<p>Delivering their leadership project</p> <p>This could include:</p> <ul style="list-style-type: none"> <li>▶ a diary of their progress in any format</li> <li>▶ annotated photos, video footage, audio recordings, printed materials, programme notes, website pages, meeting notes, online blog, text/chat messages to name just a few</li> </ul> <p>Ongoing reflections about the project</p> <p>This should demonstrate:</p> <ul style="list-style-type: none"> <li>▶ how they have offered appropriate help to others, taking account of participants' needs</li> <li>▶ that they have understood the limits of their role and responsibilities</li> <li>▶ relevant health and safety issues</li> <li>▶ how they are adapting their plans where necessary</li> <li>▶ progress throughout the project of the development and application of their leadership skills</li> </ul>	

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<p>Unit 2: Arts leadership</p> <p>Part D: Working effectively with others</p> <p>Young people show they are working effectively with others involved in the project, including other team members (where appropriate), participants, their adviser and other people. They collect feedback and reflect on how effectively they are working with others. They record aspects of their delivery which show how they are developing their leadership skills and handling situations appropriately.</p>	<ul style="list-style-type: none"> <li>▶ evidence of how they are working with others</li> <li>▶ evidence of how they are collecting feedback from others both about the project and their leadership and communication skills</li> <li>▶ evidence of how they are resolving problems that arise</li> </ul>	<p>How they work with others and collect feedback during the project</p> <p>This could include (as in part C):</p> <ul style="list-style-type: none"> <li>▶ a diary of their progress in any format</li> <li>▶ annotated photos, video footage, audio recordings, printed materials, programme notes, website pages, meeting notes, online blog, text/chat messages to name just a few</li> </ul> <p>This should demonstrate:</p> <ul style="list-style-type: none"> <li>▶ how they have cooperated and worked well with others</li> <li>▶ how they are communicating in different situations</li> <li>▶ how they have made and kept commitments to others</li> <li>▶ documentation of ongoing feedback from others (team members, advisers etc) about the project and their leadership and communication skills</li> <li>▶ records and descriptions of feedback collected</li> </ul> <p>How they solve problems</p> <p>This could include:</p> <ul style="list-style-type: none"> <li>▶ evidence as above and in Part C</li> <li>▶ describe how they reacted and dealt with problems</li> <li>▶ any changes to plans in response to problems that came up</li> </ul>	

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<p>Unit 2: Arts leadership</p> <p>Part E: Leadership project review</p> <p>Young people carry out a final review of the project. They consider the leadership skills they stated they wanted to develop in Unit 2: part A and the success of the project. Young people reflect on the leadership skills they actually applied and developed, and what they learnt about leadership overall. They review their plan for the project and how well it worked, including any areas that were particularly successful, any that were challenging and what they would do differently in the future. If the project included a final performance, the review should consider the whole project rather than just that performance.</p>	<ul style="list-style-type: none"> <li>▶ a review of the project in any format</li> </ul>	<p>Reviewing their leadership project</p> <p>This could include (but is not limited to):</p> <ul style="list-style-type: none"> <li>▶ feedback from team members (where appropriate), participants, the audience (where appropriate) and others involved and their interpretations of this</li> <li>▶ reflection on how they have developed leadership skills</li> <li>▶ reflection on how the project plan worked</li> <li>▶ the overall achievements, successes and challenges of the project</li> <li>▶ what they have learnt about working effectively with others</li> <li>▶ what they have learnt from the feedback they've received</li> <li>▶ what they would do differently in the future</li> </ul>	