



Arts Award

School resource pack

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Photo: St Josephs College

Introduction

The school resource pack is designed to support you as an Arts Award adviser. The pack includes resources to support planning for effective delivery and budgeting for a programme. It also provides delivery ideas, suggestions for supporting students' progression and guidance on assessing portfolios. The resources do not need to be used in order, and some may be more relevant to your practice than others.

This pack does not replace the adviser toolkit. You must train as an Arts Award adviser for each level that you deliver. Book adviser training at artsaward.org.uk/training

The resources in this pack have been produced in line with the Seventh Edition (December 2023) of the Bronze/Silver and Gold adviser toolkits and the Sixth Edition (December 2023) of the Discover/ Explore toolkit. If your toolkit is out of date, download the most recent toolkit from artsaward.org.uk/toolkit

Why run Arts Award?

Benefits for students

- ▶ Through Arts Award, young people gain a nationally recognised qualification enabling them to progress into further education and employment options at GCSE and post-16.
- ▶ Young people not only gain art form knowledge and understanding but also develop valuable 21st Century Skills such as leadership, creativity and communication skills.
- ▶ Through achieving Gold Award young people can gain 16 UCAS points.

Benefits for teachers

- ▶ Arts Award adviser training and delivery is an excellent, measurable CPD opportunity for school staff, helping to demonstrate how they meet certain Teaching Standards.

Benefits for the school

- ▶ Arts Award criteria can be used to support a number of benchmarks of good career guidance provision as outlined in the Good Career Guidance report, Sir John Holman for Gatsby, April 2014.
- ▶ Arts Award is a flexible, portfolio-based qualification allowing for integration into existing curriculum time, as an extra-curricular offer or as a targeted intervention tool.
- ▶ Arts Award offers schools the opportunity to demonstrate they are providing a broad and balanced curriculum at all Key Stages.
- ▶ The arts are recognised by many schools as a way of enhancing students' Spiritual, Moral, Social and Cultural (SMSC) development, as defined by Ofsted evaluation framework 2019. Arts Award can help to demonstrate the SMSC development of students, the effectiveness of leadership and management, and assessment and outcomes for children and learners.
- ▶ Offering Arts Award can also contribute to achieving Artsmark status, which is a nationally recognised sign of commitment to high quality arts and cultural education.
- ▶ The award can be used to structure cross-curricular projects and can support engagement in non-arts subjects. The flexible framework, especially at Discover, Explore and Bronze, lends itself well to curriculum delivery and can be embedded into schemes of work across subject areas.

Key Findings of Impact Study

There are five key areas where Arts Award has been found to have a positive impact on young people, as shown through the results of our three-year [impact study](#) led by London South Bank University.

Life Skills	Of the many positive impacts that Arts Award can have on young people, a key area is the development of skills transferable to the world of work, such as increased confidence, leadership and organisational skills.
Accreditation	Arts Award is a highly respected and universal qualification, based on sound approaches to teaching and learning.
Arts Choices	Arts Award influences young people's choice of subjects and supports successful applications for further study.
Entrepreneurial Skills	Completing an Arts Award encourages independent learning, creativity and communication skills; all vital for a career as a freelancer or arts professional or for careers beyond the arts.
Creativity for Life	Arts Award develops young people from all backgrounds as creative artists and arts leaders, nurturing their understanding of routes to education and employment in the creative and cultural sector.

Appropriate Art Forms

While some students' selection of an arts activity or challenge will be clearly linked to their interest in a particular art form, others' interests and passions may not be obviously arts-based. As an adviser, you can help students identify a way of using their other interests — eg sport, games, baking, a historical period — as a stimulus for arts activity. Here's how:

Step 1

What is their area of interest?

Step 2

What creative elements could be linked to their area of interest? for example:

- ▶ how might football be linked to dance?
- ▶ how could a baking be linked to design?
- ▶ how might a historical period be linked to visual arts?

Step 3

How could the creative element be linked to an arts activity? Ideas could include:

- ▶ a piece of choreography inspired by football
- ▶ cake decoration as a piece of sculpture
- ▶ a piece of visual art that represents a cultural event

Step 4

How will the activity be evidenced in line with the requirements laid out in the adviser toolkit?

Does the activity provide opportunities for the student to demonstrate the assessment criteria?

Step 5

Consider evidence formats that will best reflect the student's record of their participation/challenge.

This could be linked to the activity itself. for example:

- ▶ a storyboard of a film-making challenge
- ▶ the process of achieving a visual arts challenge presented on a canvas
- ▶ a patchwork quilt to display a textile challenge

Delivery ideas and guidance

Working in partnership building community links

- ▶ Think about ways to collaborate with other departments to create cross-curricular schemes of work (e.g., Maths and Art, Textiles and History, English, and Music)
- ▶ Identify opportunities for working with artists and arts organisations — see [Arts Award Supporters](#) for organisations near you that have an Arts Award offer
- ▶ Get your students to share their skills with younger pupils to strengthen links with partner schools and contribute to the transition process

Linking with existing activities and current events

- ▶ You may want to structure your approach around an event to give it a particular focus, e.g. Black History Month, the Into Film Festival, Shakespeare's birthday, London Fashion Week, National Poetry Day
- ▶ If your school puts on a play or concert, this could provide opportunities for arts challenges and leadership activities—remember backstage activities as well as performing count
- ▶ Link with other programmes your school takes part in. For resources linking Arts Award with partners such as Coram Shakespeare Schools Festival, Charanga, and BBC Ten Pieces, see [Arts Award Partnerships](#)

Utilising student leaders and advocates

- ▶ Young people are the strongest advocates for Arts Award, so consider ways of utilising your students as peer mentors, advocates and young arts leaders

Increasing access

- ▶ Discover, Explore and Bronze Arts Awards' frameworks lend themselves well to curriculum mapping
- ▶ Curriculum delivery is an effective way of increasing students' access to Arts Award and reaching the highest numbers



Photo: St Agnes School

Discover

- | | |
|------------------|---|
| Part A: Discover | Take part in a range of activities in order to widen their experience and understanding of the arts. |
| Part B: Find out | Find out about at least one artist and their work in order to develop their understanding of arts practice. |
| Part C: Share | Share with others what they enjoyed and learnt through the award. |

Arts Award Discover is an introductory award that we recommend takes around 20 hours to complete. Discover is designed for ages 5-9 (particularly for Key Stage 1 and lower Key Stage 2) but is open to anyone aged up to 25.

At Discover level, children and young people take part in different arts activities, find out about artists and their work, and share their learning with others. They create individual arts logs in the format of their choice to record their discovery.

It's likely that some of the existing arts provision in your school can be adapted to fit within the Arts Award framework. Before planning your delivery approach, it's useful to identify what arts activities are already on offer in your school and incorporate them into your plan for delivering Arts Award. Consider Discover's fit with workshops, one-off projects, youth opportunities, partnerships, after-school clubs, school productions, curriculum work, and volunteer work.

On our Resource Library you can find free downloadable

[Discover Logbook Templates.](#)

Ideas for Discover

- Discover can easily map to your school [Arts Week](#), and gaining their Discover certificate can give your students a real sense of achievement.
- Our [Discover at Home](#) package can be a great option for children who are temporarily unable to attend school, or distance or online learning. Or you could send it home for children to complete during the summer holidays, they can complete their sharing in the new academic year
- Linking Discover to a trip can provide a structure and outcome to the day. Many arts and cultural organisations run a Discover in a Day programme, or you can plan this yourself using our [Discover in a Day map](#).
- Embedding Discover into the music curriculum can enrich your music offer and provide a clear outcome for students. You could use Discover as part of whole class instrumental lessons, using our [Discover in a Day – Music resources](#), or you could think about linking Discover to [BBC 10 Pieces](#).
- Incorporating the Part C Share into a parents evening or open day is a great way for parents to see what your children have enjoyed and learnt.

Arts Award Discover Activity Mapping

This mapping template can help you plot your centre's existing arts activity against the Arts Award Discover framework.

Please note: the following mapping resource is a planning tool only and is not a substitute for the adviser toolkit as it does not contain all the information needed to successfully deliver Arts Award Discover.

Part of Discover Award	Part A: discover	Part B: find out	Part C: share
Evidence required	<ul style="list-style-type: none"> ▶ a number of art forms identified ▶ participation in at least one arts activity 	<ul style="list-style-type: none"> ▶ a record of what they found out about artists and their work 	<ul style="list-style-type: none"> ▶ which parts of their enjoyment and learning were shared and who they were shared with
Existing/planned arts activities			
Adaptations needed			
Delivery timescale (eg one lesson)			
Staffing/resources/ space/funding			
Action			



Photo: Abbey Catholic Primary School

Explore

- Part A: Take Part** Take part in arts activities to extend their experiences and understanding of the arts and to develop art skills.
- Part B: Explore** Explore the work of at least one artist and one arts organisation through live or active experience.
- Part C: Create** Create a piece of art work to demonstrate arts skills and record the process of making their art work.
- Part D: Share** Communicate a personal response to others about their enjoyment and/or achievement(s) from their Arts Award experience.

Explore Arts Award is a Entry Level 3 qualification on the Regulated Qualifications Framework (RQF)

Total Qualification Time: 35 hours (25 guided + 10 independent learning hours) — remember this is only a guide and students may complete Explore in more or less time.

Arts Award Explore is designed for ages 7-11 (particularly for upper Key Stage 2) but is open to anyone aged up to 25.

At Explore level, children and young people are inspired by arts activities, explore artists and arts organisations, create their own work, and share what they've achieved and enjoyed with others. They create individual arts logs in the format of their choice to record their exploration.

It's likely that some of the existing arts provision in your setting can be adapted to fit within the Arts Award framework. Before planning your delivery approach, it's useful to identify what arts activities are already on offer in your centre and incorporate them into your plan for delivering Arts Award. Consider Arts Award's fit with workshops, one-off projects, youth opportunities, partnerships, after-school clubs, school productions, curriculum work, and volunteer work.

On our Resource Library you can find free downloadable [Explore Logbook Templates](#).

Ideas for Explore

- Running Explore as an [after school or lunchtime club](#) can provide a structure and outcome for extra-curricular activities.
- When choosing the artist and arts organisation to explore in Part B, why not consider linking to the [Model Music Curriculum](#) and looking at the repertoire lists provided in the MMC, with students choosing a composer, songwriter or artist to learn more about. For the arts organisation, they might look at an orchestra, choir, opera house, or record label associated with one of the pieces.
- Encourage cross-curricular work by [linking Explore to the History curriculum](#), for example, while learning about the Stone Age you could look at different examples of 'cave art'. You could discuss what the images mean and how this art would have been created; for example, there were no paint brushes so people would have used their fingers. Your students can then create their own 'cave art'; this could be individual art pieces, or you could turn your whole classroom into a cave using rolls of kraft paper!
- Or you could explore topics from the [PSHE curriculum](#). For example, your students could devise and perform a play based around an issue they have been researching, giving them the opportunity to discuss and debate the topic in a creative way.
- We also have a resource exploring how you can deliver Arts Award Explore in your [KS2 English and Literacy](#) curriculum.
- If you wanted to deliver Explore over a short period of time, for example during an Arts Week, you could use our [Five sessions to Explore](#) resource to help your planning.

Arts Award Explore Activity Mapping

This mapping template can help you plot your organisation's existing arts activity against the Arts Award Explore framework.

Please note: the following mapping resource is a planning tool only and is not a substitute for the adviser toolkit as it does not contain all the information needed to successfully deliver Arts Award Explore.

Part of Explore Award	Part A: discover	Part B: find out	Part C: share	Part D: present
Evidence required	<ul style="list-style-type: none"> ▶ a record of taking part in more than one arts activity ▶ identification of what inspired them about taking part 	<ul style="list-style-type: none"> ▶ a record of what they found out about the work of artists ▶ a record of what they found out about the work of arts organisations 	<ul style="list-style-type: none"> ▶ which parts of their enjoyment and learning were shared and who they were shared with 	<ul style="list-style-type: none"> ▶ identification of what has been enjoyed and/ or achieved through completing the award ▶ a record of what was presented and how it was shared
Existing/ planned arts activities				
Adaptations needed				
Delivery timescale (eg one lesson)				
Staffing/ resources/ space/funding				
Action				



Photo: St Joseph's College

Bronze

Part A: Explore the arts as a participant	Develop interests, knowledge and skills through active participation in any art form.
Part B: Explore the arts an audience member	Experience at least one arts event as an audience member.
Part C: Arts Inspiration	Research into the work of an artist/craftsperson that inspires them.
Part D: Arts Skill Share	Passing on arts skills to others.

Bronze Arts Award is a Level 1 qualification on the Regulated Qualifications Framework (RQF) Total Qualification Time: 60 hours (40 guided + 20 independent learning hours) - remember this is only a guide and young people may complete their Bronze Arts Award in more or less time.

Bronze Arts Award is designed for ages 11-14 but is open to anyone aged 11-25.

At Bronze level, young people explore the arts as a participant in arts activities, as well as experiencing the arts as audience members. They create personal arts portfolios

in the format of their choice to record their experiences, including researching an artist/craftsperson who inspires them and sharing their arts skills with others.

It is likely that some of the existing arts provision in your school can be adapted to fit the Arts Award framework. Before planning your delivery approach, it's useful to identify what arts activities are already on offer in your setting and incorporate them into your plan for delivering Arts Award. Consider Arts Award's fit with workshops, one-off projects, youth/school councils, partnerships, work experience and volunteer work. You could also think about how Bronze could link to school productions, curriculum work or enrichment activities.

If you are thinking of delivering Bronze as part of your Arts Week you could use our [Five Day Bronze](#) to help your planning.

We also have resources to support with linking Bronze to [Music, Art and Design](#), and [English and Drama](#).

On our Resource Library you can find free downloadable [Bronze Portfolio Building Templates](#).

Ideas for Bronze

Part A: explore the arts as a participant

- ▶ integrated delivery: students working towards their Silver Arts Award can run arts activities for younger students, who evidence their participation for Part A of the Bronze Award.
- ▶ collaborative/carousel delivery: a range of activities could be offered for students to opt for, or groups/classes could rotate on a carousel model, enabling all students to experience different arts activities.
- ▶ cross-curricular delivery: arts activities can link with other disciplines to give students a more varied experience through project-based learning.

Part B: explore the arts as an audience member

- ▶ Oral review: students respond to a series of open questions in small discussion groups which are filmed/recorded/photographed.
- ▶ visual or sensory review: students could produce a visual or sensory representation of their arts experience and their response to it e.g. a seating plan of a theatre to show where they were sitting and what they could see/feel or a floor plan of a gallery showing the sequence and effect of the exhibition.
- ▶ engaging with the views of others: encourage students to respond to opinions and reflections expressed in each other's reviews through oral discussion, written comments or an online response (e.g. comments on a blog post) — ensure that there is evidence of this sharing for portfolios.

Please note reviews should focus on the creative impact of the arts experience

Part C: arts inspiration

- ▶ Introducing artists/arts practitioners/craftspeople: students choose an artist/arts practitioner/craftsperson and write their name on a sticky note that is then stuck on another student's back. The second student needs to ask questions about the person's career, art form, public profile, etc. to find out who they are. This can help students think of a structure for their summary and to identify any additional areas they need to research.

- ▶ presenting information creatively: students could present their research findings and personal reflections in a creative format that might relate to their chosen person's art form, for example:
 - ▶ film: a piece to camera or short film
 - ▶ drama: a chat show with their chosen artist/arts practitioner as a guest, based on research finding
 - ▶ visual: a poster, a timeline on a washing-line or musical scale
 - ▶ textile: T-shirt design or patchwork quilt
 - ▶ 3D: sculpture, installation or a 'life in a shoebox'

Part D: arts skills share

- ▶ skills exchange: a skill-sharing event could encourage students working in different art forms to exchange skills in small groups or one-to-one.
- ▶ passing on skills to younger children: students could pass on skills to younger year groups during assemblies, tutor time or after-school clubs.
- ▶ working with feeder primaries: skill-sharing with primary school children can be incorporated into transition programmes.

Arts Award Bronze Activity Mapping

This Bronze Award mapping template can help you plot your centre's existing arts activity against the Bronze Arts Award framework.

Please note: the following mapping resource is a planning tool only and is not a substitute for the adviser toolkit as it does not contain all the information needed to successfully deliver Bronze Arts Award.

Part of Bronze Award	Part A: Explore the arts as a participant	Part B: Explore the arts as an audience member	Part C: Arts inspiration	Part D: Arts skills share
Evidence required	<ul style="list-style-type: none"> ▶ a description of their arts activity ▶ evidence of participating in their arts activity ▶ a summary of what they learnt and how ▶ their skills, interest, knowledge and skills have developed 	<ul style="list-style-type: none"> ▶ experience of at least one arts event ▶ personal reflection on the event and its creative impact ▶ communicating personal reflection/sharing with one or more people 	<ul style="list-style-type: none"> ▶ evidence of their research ▶ a summary, in any format that others can understand, of what they have found out, why the person was chosen and what they have learnt about their arts career, life and work 	<ul style="list-style-type: none"> ▶ an explanation of their activity why they chose it, and the plans they've made ▶ evidence of the activity and how well they passed on their skills to others ▶ reflection on how well they passed on their skills
Existing/ planned arts activities				
Adaptations needed				
Delivery timescale (eg one lesson)				
Staffing/ resources/ space/funding				
Action				



Photo: Ark Helenswood Academy

Silver

Unit 1: arts practice and pathways

- ▶ Part A Plan an arts challenge
- ▶ Part B Implement and review the arts challenge
- ▶ Part C Review arts events
- ▶ Part D Arts research

Unit 2: arts leadership

- ▶ Part A Plan a leadership project
- ▶ Part B Plan the practical issues
- ▶ Part C Effective arts leadership
- ▶ Part D Working effectively with others
- ▶ Part E Leadership project review

Silver Arts Award is a Level 2 qualification on the Regulated Qualifications Framework (RQF)

Total Qualification Time: 95 hours (60 guided+ 35 independent learning hours) — remember this is only a guide and young people may complete their Silver Award in more or less time. Silver Arts Award is designed for ages 14 and above but is open to anyone aged from 11 to 25. Arts Award also provides an accredited option if students are unable to access arts subjects at Key Stage 4/5.

At Silver level, young people work independently, with support and guidance from their adviser. The Silver framework provides opportunities for young people to take responsibility for their development and role as a leader, and explore opportunities and pathways in more depth.

Silver Arts Award has two units. For Unit 1, Advisers should support young people to identify a personal arts challenge appropriate to their ability and understanding. Alongside this, young people review arts events, learn more about their chosen art form and how to take part in opportunities to extend their knowledge of, and interest in, the arts. For Unit 2, young people plan, deliver and review an arts project. Young people can work as an individual or as part of a team for their leadership project. If working in a team, the project must be substantial enough to allow each young person an individual role within the group through which they can demonstrate and evidence the required knowledge and understanding for each section.

Note: the two units do not have to be in the same art form; however, if they are, it is essential that the challenge and leadership projects are distinct. Evidence for each unit must be clearly signposted and linked to the sections outlined in the adviser toolkit.

It's likely that some of the existing arts provision in your setting can be adapted to fit within the Arts Award framework. Before planning your delivery approach, it's useful to identify what arts activities are already on offer in your organisation and incorporate them into your plan for delivering Arts Award. Consider Silver's fit with workshops, one-off projects, youth or community activities, volunteer work, school productions, curriculum work, after-school clubs, and partnerships.

On our Resource Library you can find free downloadable [Portfolio Building Templates](#) for Silver.

Tips for Silver

- ▶ At this level, young people will be working more independently than at Discover, Explore or Bronze so factor in time, support, and opportunities for young people to pursue their ideas.
- ▶ Advisers should facilitate discussions around arts challenges and leadership projects to ensure that they are substantial enough to enable young people to meet all of the necessary criteria.
- ▶ Challenges should be specific, measurable, and individual to the young person. To set appropriate challenges, young people need to focus on their strengths, weaknesses and aspirations. Build in opportunities for reflection throughout the process and for each section — this is really key for meeting the ‘planning and review’ criteria.
- ▶ For both units, encourage ongoing reflection and revisiting original aims. If circumstances change mid-project, or original aims need to be adjusted, evidence all of this as it adds to the record of the process.
- ▶ Encourage young people to collect all evidence that documents the award process e.g. emails and texts, meeting notes, diary entries. This provides a rich selection of evidence for portfolios.
- ▶ Although young people are working more independently at this level, it’s essential that they have access to adviser support so consider the young person to adviser ratio to ensure you are able to offer the right level of individual guidance and manage the assessment of portfolios effectively.

Large groups

- ▶ Even if you are offering the same art form/opportunities to a group of young people, their responses and aims should be individual.
- ▶ Encourage individuals to pursue activities outside the core offer where possible to support independent learning e.g. researching and accessing external opportunities, attending events, pursuing personal interests, contacting practitioners.

Unit 2

- ▶ If working in leadership project teams, ensure that each individual’s roles and responsibilities allow them to demonstrate all requirements for each section. Remember that each young person’s leadership role must have a creative outcome (e.g. an exhibition, a publication or performance) as well as logistical/organisational responsibilities.
- ▶ Utilise Silver leadership projects to provide activities and experiences for young people working towards awards at different levels or as part of transition or outreach programmes.

Arts Award Silver Activity Mapping

This Silver Award mapping template can help you plot your centre's existing arts activity against the Silver Arts Award framework. This can be a group challenge, but each individual

must identify where their personal challenge lies within it. Please note: this mapping resource is not a substitute for the adviser toolkit.

UNIT 1	Part A: Plan an arts challenge	Part B: Implement and review the arts challenge	Part C: Review arts events	Part D: Arts research
Evidence required	<ul style="list-style-type: none"> ▶ reflection on their strengths and weaknesses within their art form ▶ details of the challenge they have set and why they have chosen it ▶ an action plan detailing how the challenge will be implemented 	<ul style="list-style-type: none"> ▶ ongoing evidence of their progress as they undertake the challenge, e.g. activity log, annotated photographs, recordings, blogs, ongoing review of milestones and targets ▶ a review of their challenge by someone else ▶ their own final review and reflection on their challenge 	<ul style="list-style-type: none"> ▶ evidence of arts event(s) ▶ copies of reviews in any appropriate format, including comments on the artistic qualities and creative impact ▶ evidence of how the review was shared with others 	<ul style="list-style-type: none"> ▶ information about meeting arts practitioners and what they have learnt about practitioners' career development and work ▶ evidence of research into future opportunities in the arts. These include education, career pathways other opportunities within their art form ▶ a summary in their own words of what they have found out within this part and what influence it has had on them
Existing/planned arts activities				
Adaptations needed				
Delivery timescale (eg four lesson)				
Staffing/resources/space/funding				
Action				

UNIT 2	Part A: identify leadership role and plan project aims Part B: plan practical issues	Part C: effective arts leadership Part D: work effectively with others	Part E: Leadership project review
Evidence required	<p>PLAN</p> <ul style="list-style-type: none"> ▶ details of the leadership skills they wish to develop ▶ a description of the arts project chosen, its aims and scope ▶ a description of their leadership role within the project ▶ if working in a team, how their role relates to the roles of others a project plan 	<p>DO</p> <ul style="list-style-type: none"> ▶ evidence of delivery of the project ▶ ongoing reflection on where and how they are developing and applying their chosen leadership skills during the delivery of the project ▶ evidence of how they are working with others ▶ evidence of how they are resolving problems that arise ▶ evidence of how they are collecting feedback from others 	<p>REVIEW</p> <ul style="list-style-type: none"> ▶ A review of the project
Existing/planned arts activities			
Adaptations needed			
Delivery timescale (eg four lesson)			
Staffing/ resources/ space/funding			
Action			



Photo: Uckfield Community College

Gold

Unit 1: Personal arts development

- ▶ Part A Extend own arts practice
- ▶ Part B Career development opportunities in the arts
- ▶ Part C Research practitioners and review arts events
- ▶ Part D Form and communicate a view on an arts issue

Unit 2: Leadership of an arts project

- ▶ Part A Leadership project aims and outcomes
- ▶ Part B Organise people and resources
- ▶ Part C Manage the project
- ▶ Part D Manage a public showing
- ▶ Part E Leadership project review

Gold Arts Award is Level 3 qualification on the Regulated Qualifications Framework (RQF) and carries 16 UCAS tariff points Total Qualification Time: 150 hours (90 guided + 60 independent learning hours) — remember this is only a guide and young people may complete their Gold Award in more or less time. Gold Arts Award is designed for ages 16 plus but is open to anyone aged from 11 to 25.

Gold Arts Award has two units. In Unit 1, young people broaden and extend their own arts activity and learn how their practice relates to the arts sector as a whole. They develop in their chosen art form and produce a new work which either integrates or is influenced by a new art form

or genre. Young people attend arts events, work with professional artists and arts organisations and investigate and form a personal view on an issue within the arts.

In Unit 2, as an individual or as a member of a team, young people are responsible for the planning, organisation, promotion, delivery, and review of a project with a public outcome. If working in a team, each young person's role must include their individual responsibility for the project outcome and allow them to demonstrate and evidence the required knowledge and understanding for each section. For successful delivery, it is essential to be clear on the difference between the two Gold units. Each unit is distinct and must be evidenced separately, even if activities are undertaken concurrently.

It's likely that some of the existing arts provision in your organisation can be adapted to fit within the Arts Award framework. Before planning your delivery approach, it's useful to identify which arts activities are already on offer in your school and incorporate them into your plan for delivering Arts Award. Consider where individuals are volunteering, undertaking work experience or initiating arts activities with others. Maybe there are some flourishing young directors, choreographers, or lighting technicians amongst the young people at your school.

On our Resource Library you can find free downloadable [Portfolio Building Templates](#) for Gold.

Tips for Gold

- ▶ At this level, young people will be working more independently than at Discover, Explore, Bronze or Silver, so factor in time, support, and opportunities for young people to pursue their ideas.
- ▶ Advisers should facilitate discussions around arts challenges and leadership projects to ensure that they are substantial enough to enable young people to meet all necessary criteria.
- ▶ Challenges should be specific, measurable, and individual to the young person. To set appropriate challenges, young people need to focus on their strengths, weaknesses, and aspirations. Build in opportunities for reflection throughout the process and for each section — this is really key for meeting the ‘planning and review’ criteria.
- ▶ For both units, encourage ongoing reflection and revisiting original aims- if circumstances change mid-project or original aims need to be adjusted, evidence all of this as it adds to the record of the process.
- ▶ Encourage young people to collect all evidence that documents the award process — e.g. emails and texts, meeting notes, diary entries. This provides a rich selection of evidence for portfolios.
- ▶ Although young people are working more independently at these levels, it’s essential that they have access to adviser support, so consider the young person to adviser ratio to ensure you are able to offer the right level of individual guidance and manage the assessment of portfolios effectively.
- ▶ Starting with Gold Unit 1 Part D can be a great way of engaging young people in an arts issue that they are passionate about and can provide a springboard for ideas to explore in the rest of their Gold Award.

Large groups

- ▶ Even if you are offering the same art form/opportunities to a group of young people, their responses and aims should be individual.
- ▶ Encourage individuals to pursue activities outside the core offer where possible to support independent learning e.g. researching and accessing external opportunities, attending events, pursuing personal interests, contacting practitioners.



Photo: Old Palace John Whitgift School

Unit 2

- ▶ If working in leadership project teams, ensure that each individual’s roles and responsibilities allow them to demonstrate all requirements for each section. Remember that each young person’s leadership role must have a creative outcome (e.g. an exhibition, a publication or performance) as well as logistic/organisational responsibilities.
- ▶ At Gold level, remember that the Unit 2 project must have a public outcome, and that the planning, delivery, and evaluation of this are assessed.
- ▶ Utilise Gold leadership projects to provide activities and experiences for young people working towards awards at different levels or as part of transition or outreach programmes.

Arts Award Gold Activity Mapping

This Gold Award mapping template can help you plot your centre's existing arts activity against the Gold Arts Award framework.

Please note: the following mapping resource is a planning tool only and is not a substitute for the adviser toolkit.

UNIT 1	Part A: extend own arts practice	Part B: career development opportunities in the arts
Evidence required	<ul style="list-style-type: none"> ▶ details of their main art form/practice ▶ details of new art form/ practice and why they have chosen it ▶ a skills development plan ▶ evidence of working with a practitioner experienced within the new art form or arts practice ▶ evidence of progress ▶ evidence of the new work ▶ evidence of sharing the new work ▶ feedback from others ▶ a final review, including reflection on the new skills developed and the influence on their main art form/practice 	<ul style="list-style-type: none"> ▶ evidence of research into opportunities to participate in the arts ▶ description of what they did on their placement/ volunteering/ training/workshops ▶ reflection on how their experiences have supported their learning and arts development ▶ comments from practitioners leading the opportunities
Existing/planned arts activities		
Adaptations needed		
Delivery timescale (eg four lesson)		
Staffing/ resources/ space/funding		
Action		

UNIT 1

Part C: research practitioners and review arts events

Part D: form and communicate a view on an arts issue

Evidence required

- ▶ research into more advanced arts practitioners, their work and any organisations that support them, including details of any contact with the more advanced arts practitioners chosen or others involved with their work
- ▶ reviews of relevant arts events
- ▶ reflection on how their research and experiences have influenced their own arts practice and/or plans and how they might develop their arts practice in the future

- ▶ a description of the arts issue and why they have chosen it
- ▶ evidence of research into a range of views about the issue — both supporting, and differing from, their own views
- ▶ reflection on the research and how it has influenced their views
- ▶ a copy of the final argument they have built up about the issue
- ▶ evidence of how the final argument was shared with others and their feedback

Existing/planned arts activities

Adaptations needed

Delivery timescale (eg four lesson)

Staffing/ resources/ space/funding

Action

UNIT 2

Part A: identify the project aims and desired outcomes

Part B: organise the people and resources required to run the project

Part C: manage the effectiveness of the project

Evidence required

PLAN

- ▶ a project plan detailing (but not limited to) reflection on the qualities needed, a description of their role and the specific leadership skills they want to develop, a description of the project, its aims and desired outcomes, how their role relates to the roles of others (if any), plans for monitoring progress and collecting feedback

- ▶ a project plan detailing (but not limited to) practical issues, timescales, promotion of the project, how they will deliver the project, how they will evaluate their leadership development, their plans for the public showing of the project, risk assessment, consideration of health and safety issues, consideration of any other relevant legislation

DO

- ▶ evidence of delivery of the project
- ▶ reflection on where and how they are developing and applying their chosen leadership skills, including inspiring and motivating participants, communicating, and dealing with resources and challenges
- ▶ evidence of how they are collecting feedback from others, both about the project and about their leadership abilities

Existing/planned arts activities

Adaptations needed

Delivery timescale (eg four lesson)

Staffing/ resources/ space/funding

Action

UNIT 2

Part D: manage a public showing of the work

Part E: arts leadership project report

Evidence required

- ▶ details of how the project will be shown/shared publicly
- ▶ their responsibilities in relation to the public showing/sharing
- ▶ details of how they have organised people and resources
- ▶ delivery of the public showing
- ▶ ongoing reflection on where and how they are developing and applying their chosen leadership skills while managing the event
- ▶ feedback from participants and audience members

REVIEW

A project report including (but not limited to):

- ▶ how their leadership skills have developed
- ▶ how the project has developed their art form knowledge and understanding,
- ▶ communication skills, creativity in arts practice, and planning and review skills
- ▶ how well their project plan worked
- ▶ achievements, successes and challenges
- ▶ what they have learnt about working effectively with others what they have learnt from the feedback they received
- ▶ what they would do differently in future in terms of improving the project

Existing/planned arts activities

Adaptations needed

Delivery timescale (eg four lesson)

Staffing/ resources/ space/funding

Action



Photo: Kings School Worcester

Integrated delivery across more than one level of Arts Award

Delivering Arts Award at different levels? Utilise students' skills sharing and leadership projects in your delivery to younger students. Peer-to-peer delivery demonstrates student leadership and can be an effective tool in recruiting new students, promoting subject options, and fostering positive relationships across year groups.

Bronze students

Part D: students working towards Discover and Explore could experience the outcomes of Bronze arts skill sharing and use it as:

- ▶ an opportunity for arts activity participation (Discover Part A, Explore Part A)

Silver students

Unit 2: students working at Discover, Explore and Bronze levels could experience the outcome of the arts leadership project and use it as:

- ▶ an opportunity for arts activity participation (Discover Part A, Explore Part A, Bronze Part A)
- ▶ an arts event (Discover Part B/Explore Part B/ Bronze Part B)
- ▶ an opportunity to find out about an artist's work (Discover Part B/Explore Part B)

Gold students

Unit 1: students working at the other four levels could attend/experience the sharing of work produced for the arts challenge and use it as:

- ▶ an arts event (Discover Part B/Explore Part B/Bronze Part B/Silver Unit 1 Part C)
- ▶ an opportunity to find out about an artist's work (Discover Part B/Explore Part B)

Unit 2: students working at the other four levels could attend/experience the public outcome of the arts project leadership and use it as:

- ▶ an arts event (as above)

Running Arts Award with large groups: from planning to completion

Offering Arts Award to large groups has a real impact on both the children and young people involved and the arts and cultural offer of a school. This guidance supports schools planning to offer Arts Award to groups of 50 or more and focuses on running Arts Award in a school context; however, the principles can be applied to other settings too.

Why run Arts Award with large groups?

Running Arts Award with a large group is an ideal way to build a whole-school culture of engagement in the arts. It can help to raise the profile of arts subjects, engage additional members of staff, and can offer some cost-benefits. Schools with large group deliveries have seen a higher proportion of young people choosing to take arts subjects at GCSE and post-16, and large groups offer peer support and encouragement for young people completing their award.

Suggested approaches

Level	Age Group	Group Size	Timescale	Overview of benefits
Discover	Key Stage 1	Whole class/year groups	Within a term or a more concentrated period if working intensively, e.g. arts week	Support pupils' learning through and beyond the curriculum. Can provide structure to transition activities or themed work.
Explore	Key Stage 2			
Bronze	Key Stage 3	Whole class/year groups	Within a term or a more concentrated period if working intensively	Can increase take up of GCSE arts subjects and extra-curricular arts activities. Helps prepare students for Key Stage 4.
Silver	Key Stage 4	Targeted cohorts, e.g. GCSE arts group, an option for those not studying arts at GCSE or special intervention work	Over the course of an academic year	Can be offered as a supplementary qualification for those studying arts subjects, and/or as an alternative for students who may not follow a GCSE course in the arts. Can support progression to further education and accredit interests outside of school.
Gold	Key Stage 5/ post 16	Members of an A level or IB Diploma cohort who have opted to pursue the award, or as an option for those not studying arts at post-16.	Over the course of an academic year or longer	Demonstrates a high degree of independent learning and leadership. Develops employability skills. UCAS points may support students' applications for higher education.

Top tips for delivering to large groups in schools

- ▶ **Get support:** The more staff you have trained as Arts Award advisers, the more support you can offer your students to make sure they're logging all their work, meeting the criteria and experiencing a really rich and exciting project. If you have a group of staff who need to be trained take a look at our [Group Training Options](#).
- ▶ **Planning and embedding:** The key to successful delivery with large groups lies in the planning. Take time as a team to plan how you're going to approach each section and how students 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.
- ▶ **Take the time:** Integrate evidencing into activities so it becomes part of the process, but also allocate 10 minutes at the end of each session for students to collate the evidence they have gathered in their logbooks/portfolios.
- ▶ **Make the most of talent:** Often parents/teaching assistants/lunchtime supervisors/governors and older students have artistic skills and talents they can share with your students. Consider a call out for volunteers in school newsletters or on a school VLE.
- ▶ **Use numbers to your advantage:** Planning a group activity can be much simpler than supporting lots of students to achieve different tasks. Build in opportunities for students to take part in feedback discussions and share their work with the group.
- ▶ **Don't forget the discount:** We offer large group discounts on arts logs, Discover certification, and Explore, Bronze, Silver and Gold qualification fees.
- ▶ **Assessment support:** Working as part of a team of advisers means you can offer each other support throughout the assessment process. Schedule regular catch ups and hold an internal standardisation to make sure everyone's confident and that there's a consistent approach.
- ▶ **Reflect:** after you have completed your delivery, meet as a team to discuss what worked well and what changes you might make to your delivery approach in future. If you have been moderated consider any developmental feedback from the moderator(s) and any support needs identified through the process. The delivery development template in this pack can be used for this.



Photo: The Valley School

Examples of large group delivery

The following examples show possible approaches to delivering Arts Award Explore and Bronze Award with large groups. These, along with Arts Award Discover, are the levels most commonly delivered through a structured programme of activities (e.g. through the curriculum or a whole class project) and this is reflected in these examples. When planning your approach, you will need to consider appropriate activities for the art forms and levels you will

offer and develop your plans around your own specific timescales, resources, and organisational context.

It's also possible to deliver Silver and Gold Awards with larger groups. However, opportunities for young people to pursue individual pathways need to be factored in, making this more complex and less simple to express through examples like those below.

Explore

Approach	Activity	Part
Class group	Students take part in a street dance class and a t-shirt design session. Students annotate photos of them taking part with details of what inspired them.	Part A: take part
	Students attend a performance at their local Arts Award Supporter theatre. After the performance they are given a backstage tour and have a Q&A session with actors from the production. Each student records everything they found out about the actors and the theatre in a video diary filmed on the day.	Part B: explore
	Using the performance as a stimulus, the class create their own short production with students taking different roles including acting, costume and set design. Rehearsals and the final performance are filmed.	Part C: create
	At parent's evening the students share what they've enjoyed and achieved through doing their Arts Award. They also perform their production. Photos of the sharing and the performance are included in each students' arts log.	Part D: share

Bronze

Approach	Activity	Part
Whole Year Group	Part A is delivered through a Dance, Music, Drama and Art carousel where students take part in art form activities, recording an explanation of each of the activities they took part in, evidence of their participation and a review of their progress and skill development.	Part A: take part in an arts activity
	As part of the school's Black History Month celebrations, all students in the year group watch a play by a visiting theatre group, and each form group attends an exhibition of artwork on the theme of Black Britain by local artists at the local community arts centre. They write up reviews and discuss their reflections in an English lesson.	Part B: be the audience
	In tutor periods, students are set the task of researching an artist or craftsperson who inspires them for homework. The task is set with an emphasis on how their chosen artist's career and work has inspired them. This is modelled by their form tutor in the session with pre-prepared research. Students are given the following week's session to prepare their summaries in a format of their choice. Research and finished summaries are collected as evidence for portfolios.	Part C: arts inspiration
	The Part A carousel groups are paired up so that students share different art form skills with each other. These are facilitated during arts lesson time, with a lesson allocated for planning before the skill sharing takes place. Skill sharing activities are photographed by staff, and students' reflections are recorded on film, which is then indexed per student for portfolio evidence.	Part D: arts skills share

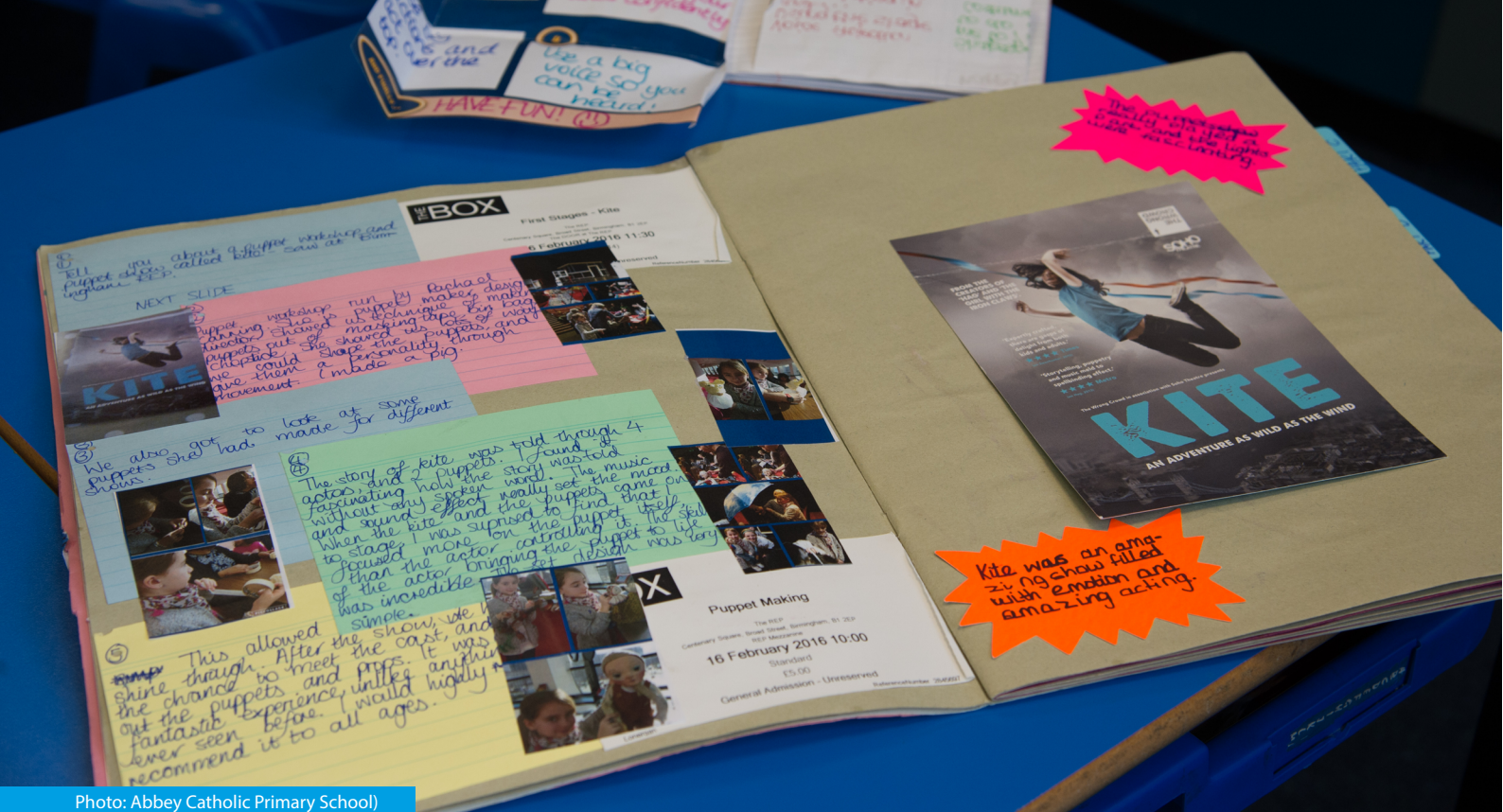


Photo: Abbey Catholic Primary School

Evidencing Arts Award

One of the exciting things about Arts Award is that young people can create an arts log or portfolio to demonstrate what they've learnt in any format — including 2D, 3D, digital, written, visual, and audio (or a mixture of all of the above!). The important thing is that their portfolio clearly shows how they have met the assessment criteria and evidence requirements set out in the adviser toolkit.

Below are some top tips and ideas to help get you started. Discover, Explore and Bronze arts logs are available from the [Arts Award Shop](#), and there are templates and resources available on the [Resource Library](#) that can support with evidencing.

- ▶ Don't feel you necessarily need to be the expert. For example, you may find that a young person is better equipped or more experienced at setting up a blog or using an app to edit video footage than you are. Embrace their skills and maybe take it as an opportunity learn something new too!
- ▶ Ask young people to create a contents page or summary for their arts log or portfolio and ensure sections that are relevant to the award level they are working towards are clearly labelled. This will help you when you come to assess the portfolio, and will also help if you are selected for moderation and need to complete the evidence locator form.
- ▶ Young people can record the work they create in any format, including photos, paintings, text, or pieces of craft. Evidence should focus on the creative process as well as the end result.
- ▶ Photos are a quick and simple way of evidencing activities. Ask support staff to help with photographing the young people throughout each task. Annotations can be used to describe activities in photos and provide evidence of ongoing reflection.
- ▶ Young people can communicate their responses in the way that works best for them. This can include using templates, symbol-based systems such as PECS, and Makaton and BSL. The adviser will need to support this evidence with annotation or translations if you are moderated. For more advice refer to our [Evidencing Arts Award: young people with learning difficulties](#) resource.
- ▶ Consider visual approaches such as timelines or PowerPoint slides that would appeal to the young people you work with, or young people can even present their evidence in the style of an artist they have researched.
- ▶ Young people can provide evidence of planning their arts challenges, skills sharing or leadership projects in a range of formats (Bronze–Gold Awards). Whatever form plans take, the more specific they are the better. This will make evaluation and review more straightforward as young people can reflect on how they followed the structure they set out at the start, or any changes they needed to make to their original plans.
- ▶ Think about using digital portfolios to capture evidence. Take a look at our [Platforms for Digital Portfolios](#) resource designed to support choosing a suitable online platform.
- ▶ Think about how young people could use [Arts Award on Voice](#) and other platforms to share their work, find out about opportunities and get feedback from others.
- ▶ For more support evidencing Explore, Bronze, and Silver download our [Evidence Checklists](#).



Photo: Uckfield Community Technology College

Understanding assessment and moderation

Before you enter young people for Arts Award, advisers need to ensure all portfolios have been assessed and are ready for possible moderation.

When assessing young people's work there are two things to compare it against: the evidence requirements for each part are found in your adviser toolkit and, underpinning the whole award, are our assessment criteria. You'll find these in the toolkit at the end of each level, outlining the level of skills and knowledge expected from young people.

Through their evidence, young people will show how their art form knowledge and understanding, creativity, and communication have developed. At Silver and Gold they'll be expected to have planning and review skills as well. Pay close attention to the toolkit, because even though the criteria names are the same across levels the standard required isn't! The communication skills required for Silver are a higher level than those at Explore, for instance.

Meeting the criteria

Although the majority of large group delivery is successful, there are common pitfalls seen in those that aren't. We recommend that any centres working with groups of 50 or more young people are particularly aware of the following:

- ▶ Each young person's portfolio must show their personal responses to activities, planning, and reflection
- ▶ Where young people are working in groups (possible for arts

skills shares/leadership projects at Bronze, Silver and Gold levels), it is essential that each individual's role in the team is substantial enough for them to demonstrate that they are meeting all the necessary assessment criteria for the level they are working towards

- ▶ Arts activities should provide enough stretch and challenge for individual young people
- ▶ We recommend only entering portfolios that are marked as clear passes by the adviser. If you have a few portfolios which are not ready to enter with the rest of the group, consider entering these young people at a later date when they are ready to pass.

Standardisation

Please remember that only trained Arts Award advisers can assess arts logs/portfolios. Advisers can access a number of tools to support assessment on the Resource Library.

Internal standardisation where advisers review each other's marking is one of the most effective ways to ensure consistency and accuracy in assessments, particularly where there are a number of advisers. Make time to review each other's marking and discuss any areas where you disagree. It may help to pull out your best and weakest portfolios and check if colleagues or peers agree with your marking.

Ensure you leave enough time to make any amends or additions to portfolios if you identify weaknesses or gaps in evidence as you go through this process. You should not enter young people for Arts Award unless you are confident that you can award an overall Pass. Use the adviser toolkit and check carefully that the

evidence requirements for each part have been met.

Enter for Discover

Arts Award Discover is an introductory award, which means that the adviser's assessment is final, and no moderation is required to validate the adviser's assessment. To enter young people for [Discover](#) advisers must download and complete the Discover Enrolment spreadsheet available from the Arts Award website.

Discover certificates are dispatched within 4 weeks from the point of entering, subject to payment. If you are wishing to receive certificates by the end of the school year, ensure you factor this timescale into your planning.

Enter for Explore/Bronze/Silver/Gold

Once you have finished assessing portfolios you can enter young people for [Explore/Bronze/Silver/Gold](#) by completing the 'enrolment and marks' spreadsheet and uploading this to the centre portal. When completing the enrolments and marks spreadsheet ensure information entered in the 'enrolment' tab, for example spellings of names, is accurate as this will appear on the certificate.

Ensure that all advisers are linked to your registered and validated Arts Award centre, which they can do via the centre portal.

Moderation process

If you are selected for moderation you will be notified via email after you enter young people for Arts Award. The email will include the names of the young people whose portfolios have been selected in the moderation sample.

Trinity selects centres for moderation based on several factors including, but not limited to, previous moderation results, size of group and whether the centre is newly validated. Centres should expect to have their work moderated at least every three years. Centres **MUST** ensure that the work of all young people entered for Arts Award is available for moderation.

Prepare portfolios for moderation

All portfolios must be provided in digital format, so if you will need to scan hardcopy portfolios factor the time this will take into your planning.

Ensure that evidence is grouped, and labelled so it is clear which section of the award it relates to by organising the files in the correct order; Part A, Part B etc. Where you have created individual files containing evidence for multiple parts, ensure you use suitable headings or chapters for each section for easy navigation.

Check that PDF files are in the right order, photographs are navigated the right way up, handwritten work is legible in digital format, and any hyperlinks provided open and do not require a password.

Complete evidence locator form

You will need to complete an 'evidence locator form' for each young person in the sample to tell the moderator exactly where they can find the evidence. When completing the 'evidence locator form' it's important to put yourself in the position of someone who hasn't seen any of your young people's hard work. Where should a stranger go to find evidence for Bronze Part C? How will they know this young person has demonstrated art form knowledge & understanding?

Include file names, page/slide numbers, and video/audio time codes to guide the moderator and ensure easy navigation for each section.

Submit portfolios

Once you have organised the portfolios and completed the 'evidence locator form' you will upload the portfolios to the submission platform.

Once the files or URLs have been uploaded, please check they open and are legible and that any video and audio files play by opening or downloading them again.

Moderation

Once submitted the moderator will look at the selected sample of portfolios. Their role is NOT to reassess the work, instead they are looking for consistency in the adviser's marking to determine if they agree with the assessment of the adviser.

Where the moderator agrees with the adviser's assessment, then they can validate the marking of the overall cohort.

Where the moderator disagrees with the assessment made or cannot find a pattern within the adviser's assessment, this could result in some, or all the cohort's results being affected.

Where children and young people's work has been assessed and validated through moderation as a pass, a certificate will be issued.

Centre monitoring

Trinity also runs an annual centre monitoring programme. Trinity selects a cross-section of centres to monitor, enabling us to quality-assure the Arts Award programme nationally. The aim of this process is to identify good practice and areas for development: this feeds into our annual review of Arts Award and ensures that we continue to maintain standards.

Centre monitoring aims to be a supportive process from which the whole Arts Award community can benefit, enabling us to offer support nationally and make improvements to the awards where needed. It is not an inspection framework and if your centre is selected for monitoring, we will provide details of what to expect and the information you will need to make available to us.



Photo: Liskeard School and Community College

Budget planning for Arts Award

Schools fund their Arts Award delivery in a variety of ways, including charging additional fees to parents, absorbing costs within departmental budgets, and applying for external project funding. As national qualifications, Arts Award's regulation on the RQF (Explore, Bronze, Silver and Gold) and Gold's UCAS points can be attractive to funders, school leadership teams and governing bodies. Arts Award costs are kept competitive in relation to other qualifications of similar value and size.

The Arts Award Access Fund provides small grants to Arts Award centres in the UK working with young people from disadvantaged backgrounds to enable them to achieve an Arts Award. Registered Arts Award centres can apply for grants of £100–£1,500. Further information is available at artsaward.org.uk/accessfundinfo

When planning a budget for an Arts Award programme, you will need to plan for the following essential costs:

Training

Training advisers enables your school to register as a centre and run the award. Once trained as an adviser, the status remains with the individual and not with the organisation (if the adviser leaves the centre, another member of staff will need to be trained). Training can be funded through continuing professional development or training budgets. For more information see our [Training Options](#)

Qualification fees

Qualification fees vary for each level of Arts Award. Fees are charged per young person, with discounts for larger groups. For more information see our [qualification costs](#).

The below table will help you to estimate any additional costs you may need to consider:

Area of cost	Costs	Notes
Arts Award Discover, Explore and Bronze log books		<p>Official Arts Award logs are an optional format for recording young people's work and can be purchased from the Arts Award shop</p> <p>You can also download free portfolio building templates from the Resource Library</p>
Additional resources		Do you need additional resources or staff for arts activities? Will there be any transport, venue hire costs or fees for visiting practitioners?
Documentation		<p>Consider what format evidence will be in — will you use digital portfolios, scrap books, logbooks? Check what evidence is required for each section of the award and think about how it will be recorded — e.g. will your group need flip chart paper for recording group discussions, or internet access to update blogs?</p> <p>Consider using online tools such as Google Drive to capture evidence</p>
Arts Activities		What arts activities will be available for young people to participate in? Will there be a budget for each young person, or are the costs being absorbed by a departmental or exams budget?
Arts Events		Make use of local Arts Award Supporter offers where you might find discounted tickets or opportunities. Also remember that many galleries and exhibitions are free. You may want to explore local opportunities — e.g. art exhibitions at partner colleges or community theatre productions
Arts Leadership (Silver and Gold awards)		<p>Will your young people need extra resources, equipment, or props? Do you need to pay for supervision during leadership projects (e.g. extra caretaker time) or provide office space for meetings?</p> <p>Can the young people make a contribution towards any additional costs? For example through their Arts Award project helping to raise funds via ticket fees or similar?</p>
Additional adviser time		Advisers need some time with young people to offer guidance and check portfolios are on track. They also need to assess portfolios, enter young people for Arts Award, and organise and submit portfolios if selected for moderation.

Delivery development

Use this resource to support the development of your Arts Award delivery. You may want to embed Arts Award in your school, create a sustainable delivery model or encourage more staff to get involved. Or you may want to find a more efficient way of structuring evidence collection or assessing work. Start by assessing your current approach:

Sum up your current delivery approach:

How do others view your approach to Arts Award

Student/parent feedback

Moderator/centre monitoring/support session feedback

Staff feedback

Self- evaluation

Select and sum up the four key issues raised in feedback and order them by importance 1 (most) to 4 (least)

Select and sum up the four key issues raised in feedback and order them by importance 1 (most) to 4 (least)

	Key issue	Desired outcome	Measure of success	Potential barriers	Resources/ support needed	Action
EXAMPLE	Bronze Part B — lack of personalised response to arts event in students' portfolios	Personalised responses that reflect students' individual experiences in a format that best reflects their ability	All students to pass Bronze Part B	Some students' weak literacy prevents them from expressing their reflections in writing	Record student responses. Upload audio/ video to online sharing platform, or data storage device	Approach technician to borrow recording equipment, if needed, and for support uploading recordings
1						
2						
3						
4						

Further support and guidance

Find out more about [getting started](#) with Arts Award, or book onto to our [adviser training](#).

For detailed information about Arts Award qualifications, entering for Arts Award, and preparing for moderations, as well as our quality and standards, download our [Best Practice Guidebook](#).

On our [Resource Library](#) you will find a number of useful resources, guidelines and checklists to support your delivery. If you are selected for moderation there are resources to support you with this process.

You will need to apply to become a validated [Arts Award Centre](#) before you can enter young people for Arts Award. Once you have assessed their portfolios, you can enter young people for Arts Award through the [centre portal](#).

For support and guidance about getting started, delivering Arts Award, or working on feedback following a moderation [book a support session](#)

For more articles and case studies that could inspire your delivery have a look at our [blog](#).

Direct your young people towards [Arts Award on Voice](#) our online young person led magazine where they can find how-to-guides, interviews with practitioners, and examples of other young people's work.

Take a look at our [Arts Award Supporters](#) to find organisations

near you that can support your delivery.

A number of national organisations link Arts Award with their programmes. These include Sky Arts, Coram Shakespeare Schools Festival, BBC Ten Pieces and Charanga. Take a look at our [Arts Award Partnerships](#).

Find out more about our [Access Fund](#) which provides grants of £100-£1500 to Arts Award centres working on Arts Award projects with young people who face barriers to access and inclusion.

If you have any questions about anything mentioned in this resource, email support@trinitycollege.com or call us on 020 7820 6178.