



Arts Award and Art UK: **The Superpower of Looking**

Arts Award are thrilled to have joined forces with Art UK to show you how your pupils can achieve an Arts Award linked to The Superpower of Looking. In this pack you will find mapping resources for Discover to Bronze levels, as well as signposting for further support and guidance.



What is Arts Award?

Arts Award is a suite of portfolio-based qualifications designed to support young people aged 25 and under to develop as artists and arts leaders. Arts Award Discover is an introductory award that encourages young people to explore the arts around them and to take part in arts activities. Arts Award is managed by Trinity College London in association with Arts Council England. Offering Arts Award can contribute to a school receiving Artsmark status (a quality mark for cultural provision awarded by Arts Council England).

Open to all young people in all art forms, Arts Award links well to a range of curriculum and extra-curricular opportunities. Young people record their arts journey in a log book or portfolio which is assessed by an Arts Award adviser (in schools this is usually a teacher). For Arts Award Discover, advisers submit learners' details and the results of their assessment. Arts Award Discover is not a regulated qualification therefore the advisers' assessment is final. All other levels are regulated qualifications.

How does Arts Award link to The Superpower of Looking?

Through engaging with The Superpower of Looking resources your pupils will have found out about artists, created their own responses to art and shared what they have done. This means they will have already completed many elements of an Arts Award just through their Superpower of Looking activities and engagement. Arts Award gives you the opportunity to recognise their creative engagement and celebrate the arts in your school. Not only could this help with demonstrating impact or a broad and balanced curriculum for Ofsted, if your school is applying to Artsmark your Arts Award journey can boost your statement of commitment.

This pack will show you the links to the first three levels of Arts Award which are suitable for KS1-2 (P1-7 in Scotland), two of which are regulated qualifications. By using the Superpower of Looking activities to complete Arts Award, you are able to access a discount code which applies the large group discount to your group.

Arts Award Discover

Arts Award Discover is an introductory award, designed for ages 5 and above, but is open to children and young people aged 25 and under. There is no external moderation for Arts Award Discover, meaning that your assessment is final, and allows for a wide range of creativity and adaptations for all arts and creative activities, and for all young people.

There are three parts to Discover:

Part A: Discover – Young people participate in at least one arts activity and identify a range of art forms. This can all be within visual art – can they identify two or more artforms shown in the Superpower of Looking resources?

Part B: Find out – Young people find out about an artist and their work. Can they find out three key facts about an artist they have looked at? What else can they find out about this artist?

Part C: Share – Young people share what they learnt and enjoyed about taking part in The Superpower of Looking, and Discover Parts A and B with someone else. This can be with a partner in class, or why not create a display for the classroom or present in an assembly?



Arts Award Explore

Arts Award Explore is an Entry Level (Entry 3) qualification on the Regulated Qualifications Framework (RQF) and is designed for ages 7 and above, but is open to children and young people aged 25 and under.

There are four parts to Explore:

Part A: Take part – Young people participate in at least two arts activities. Find ideas for creative projects within the 'Everyone Learning' section of each *Superpower of Looking* resource.

Part B: Explore – Young people explore the work of at least one artist and at least one arts organisation through live or active experience. Can they find out three key facts about an artist they have looked at? What else can they find out? They may want to look into an art gallery that hosts an artwork they have looked at or explore arts organisation Art UK in more detail.

Part C: Create – Young people create a piece of art work to demonstrate arts skills and they record the process of making their art work. This could be an individual or group activity and could be an extension of Part A and Part B but it should be a distinct activity.

Part D: Share – Young people communicate a basic personal response about their enjoyment and/or achievement(s) from their Arts Award Explore experience.



Bronze Arts Award

Bronze Arts Award is a Level 1 qualification on the Regulated Qualifications Framework (RQF) and is open to young people aged 11 to 25, although if the majority of a group is aged 11 pupils in Year 6 (P7 in Scotland) can also achieve Bronze.

There are four parts to Bronze:

Part A: Explore – The arts as a participant. Young people show how they have developed their interest, knowledge and skills in a creative arts activity through active participation. This could be working towards a piece of art inspired by one of their Superpower of Looking activities, or inspired by another resource or genre on the Art UK website.

Part B: Explore – The arts as an audience member. Young people are audience members for at least one arts event or experience. This could be attending a gallery exhibition, or viewing a curated online gallery provided by Art UK or Google Arts & Culture.

Part C: Arts inspiration – Young people use simple research methods to find out about the arts practice, career and work of an artist, craftsperson or arts practitioner who inspires them. This could be an artist that they discover or learn about within The Superpower of Looking resources.

Part D: Arts skills share – Young people make a plan to pass on their arts skills to others and then deliver their plan through leading a short workshop or presentation that includes an explanation of their arts skills. This could be to a peer in the class, or as a 'how to' guide. They may want to share a particular skill or technique learnt through studying an artist or theme within The Superpower of Looking resources.



Support and resources

We have created a free mapping resource for teachers to identify how The Superpower of Looking can link to Arts Award from Discover to Bronze. A free template is available to support completing a Discover Arts Award alongside The Superpower of Looking resources. You can also download free templates to support the capture of evidence required to complete Arts Award from the Arts Award website. You can also contact the Arts Award team for support and guidance on support@trinitycollege.com

Next steps

To deliver Arts Award with your class, you first need to train as an Arts Award adviser. With courses running nationwide and throughout the year, there is bound to be one running near you soon.

Visit artsaward.org.uk/training for more information.



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Planning an approach to Arts Award in your setting

For all levels of Arts Award we ask young people to take part in arts activities, find out about the wider arts world and share what they have achieved with others. These mapping documents provide an overview of the sorts of activities that you may want to offer alongside The Superpower of Looking to support children and young people to achieve their Arts Award.

For Arts Award case studies and examples, visit artsaward.org.uk/casestudies

More ideas and information

- ▶ A number of national organisations as well as Art UK link Arts Award with their programmes: artsaward.org.uk/partnerships
- ▶ Log books that support young people to capture evidence of their Arts Award are available to buy from artsaward.org.uk/shop
- ▶ You can download free template resources from artsaward.org.uk/resources



Get started

Young people are supported on their Arts Award journey by an Arts Award adviser, acting as assessor, facilitator and mentor. Anyone working with children and young people in the UK can deliver Arts Award including teachers, teaching assistants, museum learning staff, arts practitioners and youth workers. You don't need to be an arts specialist. To become an adviser you need to book onto a training course. For more support and information about getting started, contact support@trinitycollege.com

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. In order to deliver this level, you must have completed adviser training for Discover and Explore.

See artsaward.org.uk/training



Discover activity mapping



Part	Evidence required	Superpower of Looking activities	Adaptations needed	Delivery timescale (eg one lesson)	Staffing/resources/space/funding	Action
Part A: Discover	<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"> Find two different artforms from The Superpower of Looking resources for children to identify (for example, painting, collage, photography etc). Support children to create their own piece inspired by an artwork they have looked at, or in the style of the artist they find out about in Part B. Find ideas for creative projects within the Everyone Learning activities in The Superpower of Looking resources. 				
Part B: Find out	<ul style="list-style-type: none"> A record of what they found out about artists and their work 	<ul style="list-style-type: none"> Using their discussions and explorations of images in The Superpower of Looking, what have children found out about artists? Choose one artist in The Superpower of Looking to find out more about. 				
Part C: Share	<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"> Create a display or mini-exhibition to showcase their work and the art they have explored. Invite in parents/carers for a sharing event, support children to take their art home to show families, run an assembly to celebrate art or children can share what they learnt and enjoyed 1:1 with a friend. 				

Explore activity mapping



Part	Evidence required	Superpower of Looking activities	Adaptations needed	Delivery timescale (eg one lesson)	Staffing/resources/space/funding	Action
Part A: Take part	<ul style="list-style-type: none"> ▶ A record of taking part in more than one arts activity ▶ Identification of what they have learnt from taking part in these arts activities 	<ul style="list-style-type: none"> ▶ Young people take part in Art & Design activities included in The Superpower of Looking resources. ▶ Find ideas for creative projects within the Everyone Learning activities in The Superpower of Looking resources. 				
Part B: Explore	<ul style="list-style-type: none"> ▶ A record of what they found out about the work of an artist ▶ A record of what they found out about the work of arts organisation 	<ul style="list-style-type: none"> ▶ Young people share what they found out about a Superpower of Looking artist in their own words. ▶ Young people find out about an art gallery or Art UK. 				
Part C: Create	<ul style="list-style-type: none"> ▶ A record of the process of creating their art work ▶ A record of their final art work 	<ul style="list-style-type: none"> ▶ Young people create their own art work inspired by a theme or artist they study as part of their Superpower of Looking lessons. 				



Part	Evidence required	Superpower of Looking activities	Adaptations needed	Delivery timescale (eg one lesson)	Staffing/resources/space/funding	Action
Part D: Share	<ul style="list-style-type: none"> Identification of what has been enjoyed and/or achieved through completing the award A record of what was shared and how it was shared with others 	<ul style="list-style-type: none"> Young people share what they have learnt and enjoyed through their Superpower of Looking & Arts Award programme: this could be an assembly or display. 				

Bronze activity mapping



Part	Evidence required	Superpower of Looking activities	Adaptations needed	Delivery timescale (eg one lesson)	Staffing/resources/space/funding	Action
Part A: Explore the arts as a participant	<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"> ▶ Young people create their own artwork inspired by a Superpower of Looking lesson, recording their progress and skills development. Find ideas for creative projects within the Everyone Learning activities in The Superpower of Looking resources. 				
Part B: Explore the arts as an audience member	<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"> ▶ Young people use the curated themes from Superpower of Looking to review their collective impact. ▶ Alternatively young people attend an art gallery and review their visit. 				

Part	Evidence required	Superpower of Looking activities	Adaptations needed	Delivery timescale (eg one lesson)	Staffing/resources/space/funding	Action
Part C: Arts inspiration	<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"> Using the information provided in The Superpower of Looking lessons young people choose an artist to find out more about, or to share what they learnt about them in their own words. 				
Part D: Arts skills share	<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. 	<ul style="list-style-type: none"> Young people share a particular technique or art skill that they learnt in Part A, or as part of wider arts learning, and share this. This could be 1:1 with a peer, to a small group or as a 'how to' guide. 				