



Deliver Bronze Arts Award as  
part of your KS3 Music Curriculum

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Teacher's guide and handouts  
for Arts Award advisers

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Arts Award can support many areas of the KS3 Music Curriculum, and in a world without assessment levels can provide evidence of progression and achievement. Completing an Arts Award can act as a motivator for young people who may be struggling to engage, and can be a great way of providing evidence of measurable impact for pupils in receipt of the Pupil Premium. Conversely, offering Arts Award can offer stretch and challenge opportunities to more able students, as well as linking effectively to existing extra-curricular activities such as a school choir, band or orchestra.

Arts Award can also be used as a qualification that recognises instruments and music genres and styles not covered by traditional grade exams, including adapted instruments and music created using assistive technology.

## What is Arts Award?

Arts Award is a range of unique qualifications that supports anyone aged up to 25 to grow as artists and arts leaders, inspiring them to connect with and take part in the wider arts world through taking challenges in an art form - from fashion to digital art, pottery to poetry.

Offered at five different levels, young people get to:

- ▶ discover the enjoyment of creating and participating in any art form
- ▶ develop their creativity and leadership skills
- ▶ learn new skills and share them with others
- ▶ get to work with or experience working with creative arts professionals
- ▶ gain experience and knowledge to progress into further education and employment

Young people create a portfolio to keep a record of their creative journey. Along the way they are supported by an Arts Award adviser, acting as assessor, facilitator and mentor.

## What does Bronze Arts Award involve?



Bronze Arts Award is a Level 1 qualification on the Regulated Qualifications Framework (RQF) and is open to young people aged 11 to 25. It can complement the KS3 curriculum and can act as a great introduction to GCSE study

To achieve a Bronze Arts Award, young people collect evidence in an individual arts log or portfolio of their experiences of:

- actively participating in any art form
- at least one arts event as an audience member
- researching the career and work of an artist/craftsperson that inspires them
- passing on an arts skill

## How to use this resource

This resource is designed to help you easily identify links between Arts Award criteria and the KS3 Music programmes of study. We hope that it will give you inspiration and solid starting points when you are thinking about planning a term or year's programme of lessons. Use the key below to help quickly identify areas of interest:

-  sections highlighted in this colour relate to parts of Arts Award
-  sections highlighted in this colour relate to elements of the KS3 Music programmes of study

Pop out boxes highlight supporting resources, or key points to consider

This resource is not exhaustive, and is not to be used as a substitute for Arts Award adviser training or the correct use of the Arts Award toolkit. It is designed to be an easy to use 'grab and go' resource for teachers to quickly identify links with their existing curriculum offer. Find out more about Arts Award training at [artsaward.org.uk/training](https://artsaward.org.uk/training)

## Arts Award and KS3 Music

The KS3 Music Programmes of Study specifically highlight how music education should 'engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement'. Arts Award contributes to all sections of this statement, through encouraging the development of specific music skills to developing vital 21st century transferable skills. For more information on the benefits of Arts Award see our [Impact Study](#).

Bronze Arts Award can contribute to many of the KS3 Music programmes of study as well as subject content specified in the National Curriculum. This resource is designed to make it quick and easy for teachers and educators to identify how the work you are already doing can enable young people to achieve their Bronze Arts Award, as well as providing evidence of progression and achievement in KS3.

As well as linking to the KS3 Music curriculum, you may want to think about linking Arts Award to other programmes such as [Friday Afternoons](#), [Sing Up](#), [Music for Youth](#), [BBC Ten Pieces](#) or [Charanga](#). You could also embed Arts Award into your school choir, band or orchestra.

Arts Award provides a measurable way to demonstrate progress in musical learning, with students able to move to Silver Arts Award or Gold Arts Award if they do not want to, or are unable to continue Music at GCSE or complete graded music exams. Arts Award can also act as a pathway to, or inspiration for studying music at GCSE and beyond. Silver and Gold can also act as an excellent complement to those who are studying Music at GCSE or A Level, providing skills development opportunities as well as personal and professional development opportunities outside of school.

Resources you could use in association with this document:

[Bronze Portfolio Templates](#)

[Arts Award and DAW's](#)

[BBC Ten Pieces Bronze Mapping](#)

[Arts Award and Young Musicians](#)

[Arts Award and the Ofsted framework](#)

[School Resource Pack](#)

At the back of this resource pack you will also find information on adviser training and preparing for moderation, as well as our support offer.

You may also want to think about using Trinity's [online music resources](#) to support your music delivery. We have extensive online videos and support, as well as comprehensive [repertoire books](#) for a wide range of levels and instruments often found in school music departments. Find out more about our [Classical & Jazz](#) and [Rock & Pop](#) graded exams. Or take a look at our '[Teacher's Guide to Singing](#)' resource covering all Trinity College London singing and vocal opportunities, as well as our wider range of graded music exams.



Brooksbank School

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# Part A: explore the arts as a participant

## Evidence required in young people's portfolios:

- ▶ a description of their arts activity
- ▶ evidence of participating in their arts activity
- ▶ a summary of what they have learnt and how their interests, knowledge and skills have developed

## How this can link to the KS3 Music programmes of study

- ▶ there are many elements of the KS3 Music programmes of study which link directly to Bronze Part A, for example:
- ▶ pupils should be taught to perform music
- ▶ learn to sing and use their voices, to create and compose music
- ▶ have the opportunity to learn a musical instrument

## How to link the programmes of study to Bronze Part A

Working towards a performance is a great Part A activity, as well as linking directly to the programmes of study. Arts Award helps to celebrate singing and composition as well as instrumental development, and provides a framework to evidence all these musical skills in one place.

- ▶ In class, young people demonstrate how they have improved over a term or academic year with a particular instrument, genre or style or with their composition skills. Consider creating diaries for young people to complete after each lesson detailing what they have learnt and how they have improved
- ▶ If you don't have access to musical instruments, consider a group singing project where young people track their progress with using their voice as an instrument, and working as part of a creative group. You could use Friday Afternoons songs as a starting point for this. Oak National Academy can also be a good starting point for KS3 Music.
- ▶ If you are composing in class, have young people

log or record the steps they take to create a new piece of music. Encourage young people to think about how their composition skills have improved, and how their knowledge of any specialist software they use has also developed. You could take a look at free DAW sites such as [Chrome Music Lab](#) or [Soundtrap](#).

- ▶ If young people are learning a musical instrument outside of curriculum lessons they can use their progress in this as evidence for Part A. Ensure that they evidence how they have progressed and don't just provide a graded certificate or equivalent as their only evidence (although they can include this as well if they wish).
- ▶ Ensure that at the end of a term or year, young people reflect on their progress overall, and record what they learnt and how their skills improved

Part A is a great way to help develop metacognition skills. Metacognition is learning how to learn: reflective skills which will support students to self-regulate their learning. Metacognition will help young people throughout their school life and beyond, and has been highlighted as a low-cost, high-return intervention by the Education Endowment Foundation, making Arts Award particularly beneficial to students in receipt of the Pupil Premium.

**Tip:** Provide template sheets for young people to summarise what they learnt. This can provide useful summative overviews for you, and ensure that young people have reflected on their own skills development and knowledge within Music. You can download free templates from the [Resource Library](#), or [Charanga](#) have a range of resources for teachers and music professionals delivering Arts Award.

Consider using [Grades 3-5 Trinity Rock and Pop books](#) as inspiration for songs to learn. Young people practicing and then performing a song is excellent evidence for Bronze Part A, as well as helping them to progress to GCSE standard by the end of KS3! They may even decide to enter for a graded music exam.

## Part B: explore the arts as an audience member

Evidence required in young people's portfolios:

- ▶ evidence of at least one arts event
- ▶ evidence of personal reflection on the event and its creative impact
- ▶ evidence of communicating personal reflection/sharing with one or more people

### How this can link to the KS3 Music Programmes of Study

- ▶ all pupils listen to, review and evaluate music
- ▶ pupils understand and explore how music is created

### How to link the programmes of study to Bronze Part B

Providing a structure for critical reviews of music (live, recorded or both), Arts Award helps develop these important skills required in KS3.

- ▶ If you already have a trip to a concert or music event planned, ensure that young people record and share a review of their visit, focusing on the creative impact (not the journey, the seats, what they ate etc) when they are back in school, or as a homework task



Burnley Youth Theatre photo Andy Bulmer



Why not see if you can attend the Music for Youth National Festival, held in Birmingham each July? Or attend one of their Regional Festivals for free (you can also perform there for free and get feedback – another great opportunity for all young musicians of any level)?

- ▶ Ensure young people keep hold of any tickets or programmes to use as evidence in their portfolio, or take a group photo in front of the venue
- ▶ If you are not able to take a group out of school, consider watching or listening to a recording of a piece of music you are studying in class. Make use of free resources such as those from [BBC Ten Pieces](#) to help facilitate this. Young people can write a review of the recording. Consider encouraging them to think of how their experience of hearing the music would have differed if they had seen the piece performed live
- ▶ If the school has concerts or productions taking place, young people can attend these and review them for Part B
- ▶ Display all reviews on a noticeboard or in the school library, and pair students up to review each other's. Alternatively, post reviews on [Arts Award Voice](#) or a school intranet for students to view and review. Ensure young people take photos of their review on display, or if online include the URL. Include comments from other students as evidence of the review being shared

**Tip:** Reviews don't have to be written. They can be recorded or broadcast by students in the style of a radio or TV programme, or in any format others can understand.

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# Part C: arts inspiration

## Evidence required in young people's portfolios:

- ▶ 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 learnt about that person's arts career, life and work

## How this can link to the KS3 Music Programmes of Study

- ▶ There are many elements of the KS3 Music Programmes of study which link directly to Bronze Part C, for example:
- ▶ understand and explore how music is created
- ▶ develop a deepening understanding of the music they perform and to which they listen and its history
- ▶ How to link the programmes of study to Bronze Part C



Glenthorne School

Encouraging young people to find out more about a musician, composer, recording engineer or other creative helps to frame the context of the music they listen to and study, as well as helping them to identify progression routes for themselves in music.

- ▶ If you have a particular musician or composer you are studying, use them as the class's arts inspiration. Alternatively, link this part to a programme such as Trinity Rock and Pop or BBC Ten Pieces and encourage young people to choose a musician, conductor or composer from those used in these schemes.
- ▶ Alternatively you could link this Part to the listening lists recommended in the [Model Music Curriculum](#).
- ▶ Challenge young people to creatively show what they found out through posters or a presentation or blog/vlog – could they link this back to Part A and create a new piece of music inspired by the musician or composer they found out about?
- ▶ Some musicians, such as Calvin Harris, upload YouTube videos of how they create their music – this can be a great way to help young people understand the creative process, as well as providing evidence of them finding out about an artist. Ensure that safe online usage is promoted at all times, in line with your school's policies.

**Tip:** You may want to complete Part C first, to help frame the rest of the Award or to link to your broader curriculum.

Part C doesn't have to be linked to the other sections of an Arts Award, so young people can choose to find out about a non-musician, as long as they are an artist or craftsperson and they focus on their career, life and work.

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## Part D: arts skills share

### Evidence required in young people's portfolios:

- ▶ an explanation of their activity, why they chose it, and the plans they made
- ▶ evidence of the activity and how they passed on their skills to others
- ▶ reflection on how well they passed on their skills

### How this can link to the KS3 Music programmes of study

Part D is perhaps the most challenging part of Bronze to link directly to your Music curriculum. However, it can be done! Part D links to the Music programmes of study in the following ways:

- ▶ all pupils perform music
- ▶ build on previous knowledge and skills
- ▶ use musical technologies appropriately
- ▶ pupils understand and explore how music is created, produced and communicated
- ▶ pupils develop a deepening understanding of the music that they perform

### How to link the programmes of study to Bronze Part D

You will already have performance opportunities for your students – in class, assemblies or programmed concerts. However, Part D of Bronze is focused on passing on a particular skill rather than just taking part in a performance. Part D also offers students the opportunity to have their use of musical technologies recognised with a qualification.

Part D can also be a way to assess progress and knowledge at the end of a term, topic or year, so link it in to your other assessment points to have multiple uses.

- ▶ Pair students up to pass on a music-based skill in class with each other. This doesn't have to be lengthy and can take 5-10 minutes of a lesson. This is a great way to assess progress and knowledge at the end of a term, topic or year, so link it in to your other assessment

points to have multiple uses.

- ▶ Pair young people up who are used to playing different instruments so they can pass on how to play their instrument to their partner
- ▶ Students could show each other how to use musical technologies to compose, mix or record a new piece of music, such as Garage Band
- ▶ Students can teach each other how to perform a piece of music, demonstrating and explaining specific performance skills such as projection, expression or improvisation
- ▶ Students can share a particular technique (for example slides or hammer-ons for guitar, or flutter tonguing on the flute)
- ▶ Some students may not feel confident to do this face to face. They could record a video, create a vlog of them sharing their skills with an explanation and upload this to a school intranet, or play this in a class. They may also want to create a mini teaching resource booklet, which can be passed on to other students

Take a look at the [Trinity Rock and Pop YouTube channel](#) for inspiration, where professional musicians talk through a particular song or skill required for a range of levels and instruments

- ▶ Students may also want to look for inspiration on Arts Award Voice, where the Bronze Hub hosts sample portfolios and support for young people completing their Arts Award

Ensure that young people are passing on a skill, and not just performing to others. Include an opportunity for the person they are sharing with to have a go at or ask a question about the instrument or skill, to demonstrate how this has been passed on. For Part D taking lots of photos, audio recording or video is a great way to capture evidence. We also have [template feedback forms](#) to help with evidence gathering.



Helenswood Academy

## Next Steps

Find out more about [getting started](#) with Arts Award, or book onto to our [adviser training](#). Arts Award has training courses throughout the year, including courses which are tailored towards delivery for those working with young people with special educational needs, disabilities or other learning difficulties or additional needs.

You will need to apply to become a validated [Arts Award Centre](#) before you can enter young people for Arts Award. Once you have completed Bronze with your class, and assessed their portfolios, you can [enter young people](#) for Arts Award.

If you are selected for moderation we recommend taking a look at the [resource library](#) where you will find a number of useful resources, guidelines and checklists to ensure you have everything in place for a smooth moderation.

Consider booking in a [support session](#) with one of our support consultants.

For more articles and case studies that could inspire your delivery have a look at our [blog](#). You may also want to direct young people towards [Arts Award Voice](#), where they will find support for completing their Arts Award.

If you have any questions about anything mentioned in this resource, email [support@trinitycollege.com](mailto:support@trinitycollege.com)

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### Perform with Trinity

Arts Award is just one offer from Trinity College London designed to help support your teaching. Find out more about the wide range of instruments, styles and musical interests we support by following the links below:

[Classical and Jazz](#)

[Rock & Pop](#)

[Musical Theatre](#)