

## Five day Bronze: An example planning template

This planner supports you to run Bronze Arts Award in five days (or equivalent). This is by no means the only way to deliver this level of the award, but it offers a structure whether your programme runs over five days, or five weeks!

The planner splits five days into sessions which you could spread over more days or use as a basis on which to build further activities. This approach works well for delivery in a week or fortnight programme – or within regular workshops or a project.

**NOTE:** This template does not replace the adviser toolkit that you receive at training. You need to complete Arts Award adviser training before running Arts Award and you should also refer to the relevant section of your toolkit when planning and delivering the award.

<b>Day 0</b>	Planning and preparation
<b>Day 1</b>	Prepare arts logs/ portfolios and complete Part C
<b>Day 2</b>	Complete Part B
<b>Day 3</b>	Complete Part A Planning and preparation
<b>Day 4</b>	Complete Part D
<b>Day 5</b>	Complete arts logs/ portfolios and assessment
<b>Enter</b>	Enter young people for Bronze award. Submit portfolios for moderation if selected.

This planner proposes that you spend one day on advance preparation followed by five days of activity, portfolio work and adviser assessment, followed entering the young people for Arts Award.



### Tip!

You could also plan in an event or session to celebrate young people's achievements after the results are confirmed.



# Day 0: It's all in the planning!

Arts Award runs smoothly if you spend time preparing the experiences you want to offer and ensuring they fit the criteria and evidence requirements.

## Planning for the arts activities:

- ▶ **Prepare Part A** – Explore the arts as a participant: Plan a half-day creative workshop or lessons with emphasis on young people trying new arts skills
- ▶ **Prepare resources** – Eg camera/tablet with compatible photo/colour printer, scrapbooks/portfolio folders/Bronze arts logs or online portfolio platform for each young person, pens, paint, glue, access to internet and/or library for research
- ▶ **Prepare Part B** – Explore the arts as an audience member: The arts event can be online, eg streaming a play, but, if you are able to, you could pre-book attendance at an arts event, this could be external or at your own venue, (eg book performers to come and visit your group to perform – this might be an older group you work with). Arrange any relevant consent forms and transport if this will be an external visit
- ▶ Download the enrolment and marks spreadsheet. You can complete this as you go, making assessments and filling in the marksheet as each section is completed

## A few weeks before:

- ▶ If you are planning to use the optional Bronze arts logs then these can be ordered from the online shop at [artsaward.org.uk/shop](https://artsaward.org.uk/shop) (discounts for five or more)
- ▶ Read up on the process to enter young people, so you are ready to do this at the end of the project. More information is available **online**.



### Tip!

If you're already in touch with your group, encourage young people to prepare for their Arts Award. Ask them about the arts activities they'd like to do or the event they'd like to go to, get them to think about people in the arts they admire, review anything they've been to, think about things they've done in the arts before etc.



# Day 1:

## Arts Award portfolio and Part C – Arts inspiration

This day has been split into four sessions, which could be delivered separately.

### Introduction

Give out young people's Bronze guidance arts logs/sketchbooks if using this format. Discuss Bronze Arts Award with your group, explaining the four parts. To achieve their Arts Award they need to collect evidence and keep a record of what they do, and this can be a personalised, creative element of the award.

### Session 1: Creative portfolio planning

Make or customise a Bronze arts log/portfolio, which could be a diary, scrapbook, digital pages, or video/audio recording. Explain that over the course of doing their Arts Award, examples of work will be written/pasted/recorded/uploaded to keep a record for Parts A, B, C, and D. The portfolio can be as creative as resources allow. As it grows through the five days it may end up containing photos, examples of work, audio and video evidence etc.

**IDEA:** Young people could start their portfolio with an introduction page. They could include a self-portrait/photo, and information 'all about me' such as – what I like, what I don't like, name, age, what I'm good at/not so good at, what I would like to get better at in the arts.



### Tip!

Enthuse your group about creative record keeping! It's not always necessary to write a lot – you could use diagrams, mind maps, thought/speech bubbles on photos, colour coding, etc. Encourage young people to be like detectives and collect evidence eg tickets, programmes, friends' comments, thoughts and doodles on work in progress, etc.



### Session 2: What is art?

A short group discussion or exercise to prepare young people for selecting their own arts inspiration for Part C. To capture this evidence you could make lists, diagrams, take photos, or illustrations of art forms and record them in portfolios.

**IDEA:** Young people investigate the room they are in today. How many art forms can they find? What's on the walls, on the shelves, in the books, on them? (Eg furniture design, photography, fashion design, literature, visual arts, music & film on their phones.) In groups or pairs ask everyone to discuss and identify their favourite art forms – do they know the names of any artists? Do they have a favourite artist?

### Session 3: Part C – Arts inspiration: Individual research

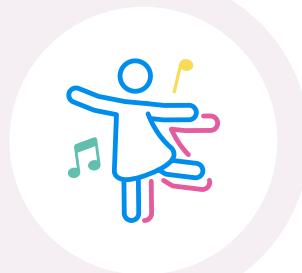
Ask everyone to work individually – use all research methods available to find out as much as they can about their arts inspiration, focusing on their work and career as an artist or craftsperson. They could use the internet, the library, books, email, interviews. Encourage them to find out something they didn't already know. Prompt questions might include: Why are you inspired by them? Where did they learn their art form, or train? When did they start? What have they produced?

Put evidence of research and where it comes from into portfolios or Bronze arts logs (eg printed downloads with key facts circled, notes from books with book title/author referenced, or web pages with personal commentary and links).



**Tip!**

An arts inspiration must be a human being, dead or alive. Fictitious characters such as animation/ film characters are not accepted. If fictitious characters are initially chosen, encourage students to find out about the artist behind that character eg Stan Lee for Iron Man, Daniel Radcliffe for Harry Potter: Remember this is an ARTS inspiration.



### Session 4: Part C – Arts inspiration: Summarise and communicate

Participants present a summary of what they've found out about their arts inspiration. This could be a poster representing the life of the person, a 'this is your life' booklet, a PowerPoint presentation, a cartoon comic strip, a fan website. The summary should include a reflection on what inspires them about the artist/craftsperson's work. Remember to record the summary in portfolios.

**HOMEWORK:** Young people may want to carry on with their arts inspiration research at home. Check progress and ensure work is completed before final session on day five.

## Day 2:

# Part B – Explore the arts as an audience member

This day has been split into three sessions, which could be delivered separately.

### **Session 1: Part B – Explore the arts as an audience member: Experience at least one arts event as an audience member**

Young people experience an arts event such as a pre-arranged trip to a gallery/exhibition, theatre or festival event. You can also use in-house artists/practitioners to come and perform to the group. Alternatively, if this is not possible, young people can experience this event online through, for example, streaming a play or concert, doing a virtual tour of a gallery/exhibition or watching a film.

Put evidence of audience experience in portfolio/Bronze arts log – young people should keep any tickets/programmes/posters, or a photo of themselves/ group at the venue.



#### **Tip!**

If any of your group have recently been to see arts events with family/friends, encourage them to review these too, but they must have evidence of attending.



### **Session 2: Part B – Explore the arts as an audience member: Share personal reflection**

Group session for young people to share what they thought. Everyone needs an opportunity to present what they liked/didn't like about the event. This can be done in pairs if it suits the group size or needs of the participants better. The personal reflection, and how it was shared, also needs to be recorded in the portfolios/Bronze arts logs (eg through written or recorded comments, annotated photos).

**IDEA:** Take photos of groups and ask participants to annotate to describe what took place, or record discussions on film.

### **Session 3: Preparation for Part D – Passing on arts skills to others**

Young people to start thinking about their Part D Skills Share. Either in group discussions, or jotting down notes individually, ask: what creative/arts skills have you got – and could you pass these skills on to someone else by leading an activity? If you can't think of anything, what new skill might you learn when you take part in our arts workshop – and how would you pass that on? Encourage young people to carry on thinking about this at home!

Day 3:

## Part A – Explore the arts as a participant

This day has been split into two sessions, which could be delivered separately. If you have more than five days you will probably want to offer more time for taking part in activities.

### **Session 1: Part A – Explore the arts as a participant: Workshop activities/lessons**

Young people take part in pre-arranged workshops activities/lessons. Make sure appropriate evidence is collected, e.g. photos, description of activities, participants' diary notes/comments. The final product could be included if appropriate.

### **Session 2: Part A – Explore the arts as a participant: Portfolio exercise**

Young people present evidence of the arts skills they have learnt/improved, for example they could create thought or speech bubbles to stick around photographs, an arts diary, or self-portraits of themselves taking part.

Young people reflect on what they've been doing, what new arts skills they've learnt, and what they might want to try in future.



## Day 4:

# Part D – Arts skills share

This day has been split into three sessions, which could be delivered separately. Young people plan to pass on their arts skills to others by leading a short workshop or presentation which includes an explanation of their skills. They review and reflect on how it went and get feedback from other people.

### **Session 1: Part D – Arts skills share: Plan**

Each young person plans their own simple arts skill sharing lesson or demonstration. They could deliver a mini-interactive workshop session to each other in pairs or pass on skills to small groups of younger participants. Participants could use a new arts skill they learnt when doing Part A, or an arts skill or secret arts talent they already have.

Keep any session plans/notes, or planning information. Lesson plans can be simple diagrams or mind maps. Add to portfolio/Bronze arts log.

### **Session 2: Part D – Arts skills share: Deliver**

Participants deliver their arts skills share session by getting into pairs or small groups and taking turns to be the leader or the learner.

Take photographs of sessions as evidence. Young people could also collect feedback from young people in the 'learner' role to add to their portfolios.

### **Session 3: Part D – Arts skills share: Reflect/review**

How did it go? Everyone creates their own simple report on how their skills sharing activity went. Reflections do not have to be written – it could be a diagram, graph, audio, video, etc.

## Day 5: Complete portfolios/Bronze art logs and start assessments

Everyone can now finish their portfolios/Bronze arts logs – get your group to organise their work so it is easy to find each part. Make sure they have labelled and/or linked to Arts Award Parts A, B, C and D. The advisers should complete the marks and enrolment spreadsheet, checking portfolios in small batches.

### Prepare to enter young people:

The marksheet must be completed ready for you to enter the young people for Arts Award, you want to note where evidence is in case you are selected for moderation.

When you have finished assessing all the logs, enter the young people for their Arts Award following our online guidance. Cost varies depending on numbers of young people. More information at [artsaward.org.uk/enter](https://artsaward.org.uk/enter)

**Good luck!**

**Please remember:** This is just one suggested approach for delivering Bronze Arts Award in five day-long sessions. You can use it to stimulate ideas of how you might develop your own timetable. Advisers run Bronze in many different ways from embedding Arts Award into a year-long project to running after-school clubs, from smaller groups to whole-year groups. There are lots of templates and resources in our **[resource library](#)**, as well as case studies and examples of delivery on our **[blog](#)**.