



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			