

Arts Award Explore Evidence Checklist



This resource is designed to support advisers when they are assessing young people's portfolios. If you are planning your Arts Award delivery, take a look at our planning resources on our [Resource Library](#).

This resource is not a substitute for the adviser toolkit as it does not contain all the information needed to successfully deliver and assess Arts Award Explore. In order to deliver this level, you must have completed adviser training for Discover and Explore. See artsaward.org.uk/training for more information.

What young people should do	Evidence required	What to look for in arts logs	Where is the evidence*
<p>Part A: Take part Young people take part in arts activities to extend their experience and understanding of the arts and to develop arts skills. Young people identify what they have learnt from taking part in these arts activities.</p>	<ul style="list-style-type: none"> record of taking part in more than one arts activity – which are distinct from the other sections of the Award 	<p>Taking part in creative arts activities</p> <ul style="list-style-type: none"> experiences can be in any art form from visual arts to drama and can be inspired by exploring museum collections experiences can be linked to the same art form – for example a ballet class and a tap class, or playing classical and jazz piano in separate sessions experiences should include active participation and involve learning about the arts through doing <p>Evidence could include:</p> <ul style="list-style-type: none"> evidence of them taking part in active arts experiences (through photographs, video, diary entries, examples of work created during the activity etc) drawings can be included to illustrate them taking part but should ideally be annotated to describe the activities they took part in information about where they did the activity and why they chose to do it (if applicable) <p>Key things to note:</p> <ul style="list-style-type: none"> make sure that young people have taken part in at least two distinct activities ensure that all activities are arts related and have a creative element to them ensure that each activity is evidenced separately in arts logs 	

*(eg page numbers, web link, video time code etc)

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	<ul style="list-style-type: none"> identification of what they have learnt from taking part in these arts activities 	<p>What were they inspired by</p> <p>Evidence could include:</p> <ul style="list-style-type: none"> what they were inspired by and enjoyed in each of the activities what their favourite activity was what new skills they learnt what they might like to explore next how the activities made them feel <p>Key things to note:</p> <ul style="list-style-type: none"> young people can draw pictures to demonstrate what they did, as long as there is accompanying commentary in any form identifying what they have learnt – a drawing of an activity in itself if not enough if young people didn't learn anything from taking part in these arts activities, encourage them to think of something they would like to find out more about or experience 	
<p>Part B: Explore</p> <p>Young people explore the work of at least one artist and at least one arts organisation through live or active experience</p>	<ul style="list-style-type: none"> a record of what they found out about the work of artists 	<p>Finding out about artists/crafts people</p> <ul style="list-style-type: none"> artists do not have to be well known – they could be a local practitioner or someone the young people already know artists are people who create or produce art (in the broadest sense – visual art, drama, poetry, craft, lighting, games design etc) <p>Evidence could include:</p> <ul style="list-style-type: none"> information/a record about the work of the artist – not just the artist themselves evidence of how they found out about their artist – for example screenshots, photos of young people interviewing an artist or a print out of a book cover if young people attend a workshop, event or exhibition, evidence of them interviewing the person leading the event or tour <p>Key things to note:</p> <ul style="list-style-type: none"> the evidence in the arts log must focus on the artistic work of the chosen person the artist and arts organisation can be connected, or completely separate but you must evidence one of each and include discrete evidence in the arts logs 	

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	<ul style="list-style-type: none"> ▶ a record of what they found out about the work of arts organisations 	<p>Finding out about an arts organisation</p> <ul style="list-style-type: none"> ▶ young people explore the creative focus of an arts organisation, including the type of work produced, created or housed and the artists they typically work with ▶ arts organisations can include museums, libraries, or other organisations or companies that support work in the arts ▶ arts organisations can be local, national or international and of any size or scale <p>Evidence could include:</p> <ul style="list-style-type: none"> ▶ evidence of exploration – for example screenshots, photos of young people interviewing an artist or the cover of a programme ▶ information/a record of what they found out about the arts organisation <p>Key things to note:</p> <ul style="list-style-type: none"> ▶ the evidence in the arts log must focus on the artistic work of the chosen organisation ▶ the artist and arts organisation can be connected, or completely separate but you must evidence one of each and include discrete evidence in the arts logs 	
<p>Part C: Create</p> <p>Young people create a piece of art work to demonstrate arts skills and record the process of making their art work</p>	<ul style="list-style-type: none"> ▶ a record of the process of creating their art work 	<p>Creating a new piece of art</p> <ul style="list-style-type: none"> ▶ this can be an extension of Parts A and B but should be a distinct activity and evidenced separately. For example, they may learn the skills of painting with watercolours for Part A, but create a new piece of art using watercolour for Part C. ▶ the art work can be in any form, for example a dance, poem, sculpture or combination of art forms <p>Evidence could include:</p> <ul style="list-style-type: none"> ▶ evidence of the process of producing their final piece – for example a diary entry, annotated photographs or video ▶ evidence of any skills development ▶ include as much evidence as possible - sketches, rough drafts, photographs, notes etc <p>Key things to note:</p> <ul style="list-style-type: none"> ▶ ensure that the process that went into creating the art work is included as well as the final piece 	

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	<ul style="list-style-type: none"> ▶ a record of their final art work 	<p>The final art work</p> <ul style="list-style-type: none"> ▶ the final piece could be a script, poem, painting, dance etc. Ensure evidence is captured in the most appropriate way for the art form – photographs, videos, audio recordings etc. ▶ the original piece of art does not need to be included if working in visual arts, design etc – a photograph is good evidence to use instead <p>Evidence could include:</p> <ul style="list-style-type: none"> ▶ evidence of the final art work ▶ any notes or thoughts on their final piece <p>Key things to note:</p> <ul style="list-style-type: none"> ▶ if using photographs or videos with lots of young people, ensure you identify each young person clearly in the arts log and on the adviser assessment form 	
<p>Part D: Share</p> <p>Young people communicate a basic personal response to others about their enjoyment and/or achievement(s) from their Arts Award Explore experience. Looking back at the activities they undertook for Part A, B and C, young people choose an activity/ experience that best reflects their personal enjoyment and/or achievement(s) while undertaking the award. They share with others details of what they enjoyed and/or achieved and why.</p>	<ul style="list-style-type: none"> ▶ identification of what has been enjoyed and/or achieved through completing the award 	<p>What they have enjoyed/achieved through their Arts Award</p> <p>Evidence could include:</p> <ul style="list-style-type: none"> ▶ a record of what they achieved and enjoyed during their award, perhaps which was their favourite part and which part they found most challenging or new things they learnt ▶ information on what they are going to share and why <p>Key things to note:</p> <ul style="list-style-type: none"> ▶ ensure that they think about all the parts of Arts Award for this section and not just what they created in Part C ▶ young people can work together in small groups to present, but they must identify what they enjoyed and achieved individually, and log this in their arts logs 	

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	<ul style="list-style-type: none"> ▶ a record of what was shared and how it was shared with others 	<p>Sharing what they enjoyed/achieved with others</p> <p>Evidence could include:</p> <ul style="list-style-type: none"> ▶ photos of them sharing ▶ a video of them sharing ▶ a photo or record of a display they have shared for others to view ▶ a record of who they shared with <p>Key things to note:</p> <ul style="list-style-type: none"> ▶ ensure that what is shared is not just focussed on their final art piece created in Part C. Part D must focus on their whole Arts Award experience - only including evidence of a performance will not fulfil the criteria of this part ▶ young people can share with any number of people – from just one other (for example a member of staff or family member) to a whole group 	