



## Arts Award and Curriculum for Excellence

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Linking Arts Award and  
Curriculum for Excellence in Scotland

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## 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 completing activities in an art form or art forms - from fashion to digital art, pottery to poetry.

Offered at five different levels, **Discover**, an introductory award, and **Explore, Bronze, Silver** and **Gold**, 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
- ▶ gain experience and knowledge to progress into further education and employment

Throughout the awards journey young people take part in arts activities, find out about artists and share their experiences with other people. At the higher levels young people also develop their arts leadership skills. At each level young people complete a log book/portfolio, collecting evidence of their arts experiences as they go along.

The award can be used to structure cross-curricular projects and can support engagement in non-arts subjects, for example History, English, and Health and Wellbeing. The flexible framework, especially at Discover, Explore and Bronze, lends itself well to curriculum delivery and can be embedded into schemes of work across subject areas.

Arts Award recognises all creative art forms and practices. For example, where 'artwork', 'artist' and 'arts event' are referenced this can refer to anything from music composition to poetry – from classic art forms to digital arts, culture, and heritage.

## Linking Arts Award and Curriculum for Excellence in Scotland

"Creativity can be thought of as the colour that brings Curriculum for Excellence to life. The four core creativity skills run throughout the four capacities and are integral to the meta skills which are increasingly important in today's workplace.

The World Economic Forum states that by 2025, the top five skills employers will be looking for include innovation, complex problem solving, critical thinking, creativity, and originality. Creativity is one of our most essential skills.

Here in Scotland we define **creativity skills** in a way that educators across all sectors can identify, value and discuss with learners:

- ▶ Curiosity
- ▶ Open-Mindedness
- ▶ Imagination
- ▶ Problem solving"

## Education Scotland 2021

This resource aims to demonstrate how Arts Award can support Curriculum for Excellence.

## Key findings of Impact Study

There are five key areas where Arts Award has been found to have a positive impact on young people, as shown through the results of our three-year **impact study** led by London South Bank University.

Life Skills	Of the many positive impacts that Arts Award can have on young people, a key area is the development of skills transferable to the world of work, such as increased confidence, leadership and organisational skills.
Accreditation	Arts Award is a highly respected qualification, based on sound approaches to teaching and learning.
Arts Choices	Arts Award influences young people's choice of subjects and supports successful applications for further study.
Entrepreneurial Skills	Completing an Arts Award encourages independent learning, creativity and communication skills; all vital for a career as a freelancer or arts professional or for careers beyond the arts.
Creativity for Life	Arts Award develops young people from all backgrounds as creative artists and arts leaders, nurturing their understanding of routes to education and employment in the creative and cultural sector.





## Discover

[artsaward.org.uk/discover](https://artsaward.org.uk/discover)

### Part A: Discover

Take part in at least one activity in order to widen their experience and understanding of the arts.

### Part B: Find out

Find out about at least one artist and their work in order to develop their understanding of arts practice.

### Part C: Share

Share with others what they enjoyed and learnt through the award.

Arts Award Discover is designed for ages 5-9 but is open to anyone aged up to 25. Discover is an introductory certificate.



## Explore

[artsaward.org.uk/explore](https://artsaward.org.uk/explore)

### Part A: Take Part

Take part in at least two arts activities to extend their experiences and understanding of the arts and to develop art skills.

### Part B: Explore

Explore the work of at least one artist and one arts organisation through live or active experience.

### Part C: Create

Create a piece of art work to demonstrate arts skills and record the process of making their art work.

### Part D: Share

Looking back at the activities they undertook for Parts A, B and C, young people choose an activity/ experience which best reflects their personal enjoyment and/or achievement while undertaking the award. They share with others details of what they enjoyed and/or achieved and why.

Arts Award Explore is designed for ages 7-11 but is open to anyone aged up to 25.

# Bronze

[artsaward.org.uk/bronze](https://artsaward.org.uk/bronze)

Part A: Explore the arts as a participant

Develop interests, knowledge and skills through active participation in any art form.

Part B: Explore the arts as an audience member

Experience at least one arts event as an audience member.

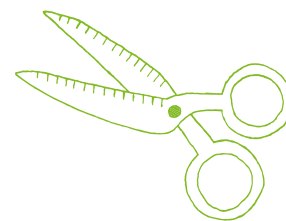
Part C: Arts Inspiration

Research into the work of an artist that inspires them.

Part D: Arts Skill Share

Passing on arts skills to others.

Bronze Arts Award is designed for young people age 11+ but is open to anyone up to age 25.



# Silver

[artsaward.org.uk/silver](https://artsaward.org.uk/silver)

Unit 1: Arts practice and pathways

- ▶ challenge implementing and reviewing their arts challenge
- ▶ reviewing arts events/experiences and sharing their views
- ▶ researching future opportunities and careers in the arts

Unit 2 Arts leadership

- ▶ identifying a leadership role and planning an arts leadership project
- ▶ planning the practical issues
- ▶ being an effective arts leader
- ▶ working effectively with others
- ▶ reviewing their project and the development of their leadership skills

Silver Arts Award is designed for young people age 14+ but is open to anyone up to age 25.

# Gold

[artsaward.org.uk/gold](https://artsaward.org.uk/gold)

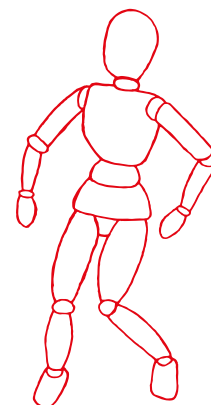
Unit 1: Personal arts development

- ▶ extending their own arts practice, experiencing another art form and creating new work
- ▶ identifying and being involved in the world of the arts through placements, volunteering, training and research
- ▶ reviewing arts events/experiences and finding out about artists and their career paths
- ▶ making the case for an arts issue and communicating the case

Unit 2: Leadership of an arts project

- ▶ planning an arts project, identifying the project's aims and outcomes
- ▶ organising the people and resources
- ▶ delivering the project and managing the effectiveness of the project
- ▶ managing a public showing/sharing of the work
- ▶ reviewing their leadership development and finding effective ways to collect and evaluate feedback from participants, audience members and other stakeholders

Gold Arts Award is designed for young people age 16+ but is open to anyone up to age 25. Gold Arts Award has 16 points on the UCAS tariff.





## Arts Award and the Scottish Credit and Qualifications Framework (SCQF)

Arts Award qualifications are regulated by Ofqual (Office of Qualifications and Examinations Regulation) in England and are on the Regulated Qualifications framework (RQF). Arts Award is not currently accredited in Scotland or on the Scottish Credit and Qualifications Framework (SCQF).

Organisations in Scotland are welcome to register as an Arts Award centre and deliver Arts Award qualifications and Trinity College London's Ofqual recognition demonstrates that the qualifications have a value in terms of young people receiving a formal qualification that can be mapped to a range of qualification frameworks.

Arts Award Discover is an unregulated award certificated by Trinity College London and does not appear on any regulated frameworks.

To assist you in understanding how Arts Award qualifications included on the RQF framework and regulated by Ofqual, maps to the SCQF, we have included an example of the types of qualification achieved at each level on these frameworks. This supports Arts Award centres in Scotland to describe to young people, parents and carers, Arts Award's equivalency to other qualifications accredited in Scotland on the SCQF or delivered through the Framework for Excellence.

Arts Award Level example qualification	RQF level and title	RQF equivalence example qualification	SCQF equivalence example qualification
Discover	Introductory Award	N/A	N/A
Explore	Entry Level Award in the Arts (Entry 3) Ofqual: 600/3894/9 QiW: C00/0420/1	N/A	3 (National 3 / Access 3)
Bronze	Level 1 Award in the Arts Ofqual: 501/0081/6 QiW: C00/0200/5	GCSE - grades 3-1	4 (National 4 / Intermediate 1)
Silver	Level 2 Award in the Arts Ofqual: 500/9914/0 QiW: C00/0211/8	GCSE - grades 9-4	5 (National 5 / Intermediate 2)
Gold	Level 3 Certificate in the Arts Ofqual: 500/9666/7 QiW: C00/0211/7	A Level (16 UCAS points)	6 (Higher) (16 UCAS points)

NB Arts Award is not currently levelled on the SCQF and we cannot guarantee what SCQF level Arts Award would gain, but the examples given above are broad comparators with RQF levels as cited by the SQA which has been taken from their website.

Here are some examples of how Arts Award's assessment criteria link to Curriculum for Excellence Expressive Arts guidance and the development of the Four Capacities. These examples are not exhaustive but illustrate how closely Arts Award meets the aspirations of Curriculum for Excellence.

Successful Learners have the capacity to:	Arts Award assessment criteria	Assessment criteria level descriptor examples
Express themselves	Communication	<ul style="list-style-type: none"> <li>▶ Share information with others in any format (Discover)</li> <li>▶ Present information to others in any format (Explore)</li> <li>▶ Take part in straightforward discussions and produce evidence, written or otherwise, in simple language (Bronze)</li> <li>▶ Use appropriate structure and style of writing, or other means of communication in different types of documents or presentations (Silver)</li> <li>▶ Communicate in a way which is reasoned, coherent and well crafted (Gold)</li> </ul>
Think innovatively	Creativity	<ul style="list-style-type: none"> <li>▶ Show creative responses within arts activities (Explore and Bronze)</li> <li>▶ Demonstrate artistic creativity within the art form (Silver)</li> <li>▶ Demonstrate artistic imagination and originality within the art form (Gold)</li> </ul>
Meet challenges positively and find imaginative solutions to problems	Creativity	<ul style="list-style-type: none"> <li>▶ Show creative responses within arts activities (Explore and Bronze)</li> <li>▶ Show creative problem solving in discussion with their adviser (Bronze)</li> <li>▶ Take more responsibility for coming up with imaginative ways for tackling problems, changing their approach as necessary, getting help from others when appropriate and using some unfamiliar resources (Silver)</li> <li>▶ Identify and use a variety of methods and resources to solve complex problems, comparing options, understanding risk factors, and justifying the options they select (Gold)</li> </ul>
Develop knowledge and skills related to the different arts	Art form knowledge and understanding	<ul style="list-style-type: none"> <li>▶ Discover how a range of art forms connect with their own lives (Discover)</li> <li>▶ Learn about the arts through practical experience and interaction (Explore)</li> <li>▶ Learn about the arts through experience of straightforward practical activities, using support given by others (Bronze)</li> <li>▶ Identify evidence of achievement and ways to improve their knowledge and understanding of the art form in relation to aims agreed with the adviser (Silver)</li> <li>▶ Take more responsibility for their learning within the art form through engaging with complex practical activities, seeking and actively using feedback and support, and adapting approaches to meet new demands (Gold)</li> </ul>

Confident Individuals have the capacity to:	Assessment Criteria	Assessment criteria level descriptor examples
Develop self-awareness, self-discipline, determination, commitment and confidence through drawing on their own ideas, experiences, and feelings and through successful participation	Art form knowledge and understanding  Planning and review	<ul style="list-style-type: none"> <li>▶ Develop areas of personal interest in the arts (Explore)</li> <li>▶ Review their progress and check what they need to do to improve their knowledge and understanding of the arts, in discussion with their adviser (Bronze)</li> <li>▶ Take responsibility for some decisions about their study and practical activities in relation to the art form, identifying when they need support as well as working, at times, without close supervision (Silver)</li> <li>▶ Take responsibility for planning complex work, and agreeing objectives, responsibilities and working arrangements (Gold)</li> </ul>
Responsible Citizens have the capacity to:	Assessment Criteria	Assessment criteria level descriptor examples
Explore ethical questions, respond to personal and social issues, and develop stances and views, deepen their insight, and experience of cultural identities and come to recognise the importance of the arts to the culture and identity of Scotland and other societies	Communication	<ul style="list-style-type: none"> <li>▶ Identify the main points and ideas in material (Bronze)</li> <li>▶ Select relevant information from a range of sources and be able to follow lines of reasoning and summarise information (Silver)</li> <li>▶ Use resources in a systematic way so that they can find relevant information, separate fact from opinion, spot biased information and synthesise their findings (Gold)</li> </ul>
Effective Contributors have the capacity to:	Assessment Criteria	Assessment criteria level descriptor examples
Develop and express their creativity	Arts challenge	<ul style="list-style-type: none"> <li>▶ Participation in a range of arts activities (Discover)</li> <li>▶ Participation in an arts activity leading to the creation of artwork (Explore)</li> <li>▶ Participate in any art form and demonstrate improvement in personal arts practice (Bronze)</li> <li>▶ Demonstrate how to set a challenge to develop their arts skills (Silver)</li> <li>▶ Develop a new piece of artwork or arts practice (Gold)</li> </ul>
Work cooperatively and communicate with others	Sharing, presenting and arts leadership	<ul style="list-style-type: none"> <li>▶ Share their experiences with others about what they enjoyed and learned (Discover)</li> <li>▶ Identify what they have achieved and enjoyed and present their work to others (Explore)</li> <li>▶ Reflect on their personal enjoyment and the quality of an event they have experienced and participate in a discussion about it (Bronze)</li> <li>▶ Demonstrate how to co-operate and work well with others and how to communicate in different situations (Silver)</li> <li>▶ Clear and effective communication with participants and others involved in the project (Gold)</li> </ul>
Work with others showing initiative, dependability, leadership, and enterprise	Sharing, presenting and arts leadership	<ul style="list-style-type: none"> <li>▶ How to make and keep commitments to others (Silver)</li> <li>▶ Demonstrate how to inspire, motivate and work effectively with participants (Silver and Gold)</li> <li>▶ Demonstrate leadership skills by inspiring, motivating and communicating effectively with participants (Gold)</li> </ul>

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## Linking Arts Award to the Experiences and Outcomes of Curriculum for Excellence

### Discover

"Through taking part in a variety of events and activities, I am learning to recognise my own skills and abilities as well as those of others" Health & Wellbeing

### Explore

"When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect" Literacy

"I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions" Literacy

"I have experienced the energy and excitement of presenting/ performing for audiences and being part of an audience for other people's presentations/performance" Expressive Arts

"Through taking part in a variety of events and activities, I am learning to recognise my own skills and abilities as well as those of others" Health & Wellbeing

### Bronze

"I am developing the skills and attributes which I will need for learning, life and work. I am gaining understanding of the relevance of my current learning of future opportunities. This is helping me to make informed choices about my life and learning" Health & Wellbeing

"I have experienced the energy and excitement of being part of an audience for other people's presentations/performance" Expressive Arts

"I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking" Literacy

"I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience" Literacy

### Silver

"I have experienced the energy and excitement of presenting/performing for different audiences" Expressive Arts

"Based on my interest, skills, strengths and preferences, I am supported to make suitable, realistic and informed choices, set manageable goals and plan for my further transitions" Health & Wellbeing

"When I engage with others I can make a relevant contribution, ensure that everyone has an opportunity to contribute and encourage them to take account of others' points of view or alternative solutions. I can respond in ways appropriate to my role, exploring and expanding on contributions to reflect on, clarify or adapt thinking" Literacy

"I can independently select ideas and relevant information for different purposes, organise essential information or ideas and any supporting detail in a logical order, and use suitable vocabulary to communicate effectively with my audience" Literacy

"I can communicate in a clear, expressive manner when engaging with others within and beyond my place of learning, and can independently select and organise appropriate resources as required" Literacy

"I can justify my choice and use of layout and presentation in terms of the intended impact on my reader" Literacy

### Gold

"I have experienced the energy and excitement of presenting/performing for different audiences" Expressive Arts

"Based on my interest, skills, strengths and preferences, I am supported to make suitable, realistic and informed choices, set manageable goals and plan for my further transitions" Health & Wellbeing

"When I engage with others I can make a relevant contribution, ensure that everyone has an opportunity to contribute and encourage them to take account of others' points of view or alternative solutions. I can respond in ways appropriate to my role, exploring and expanding on contributions to reflect on, clarify or adapt thinking" Literacy

"I can independently select ideas and relevant information for different purposes, organise essential information or ideas and any supporting detail in a logical order, and use suitable vocabulary to communicate effectively with my audience" Literacy

"I can communicate in a clear, expressive manner when engaging with others within and beyond my place of learning, and can independently select and organise appropriate resources as required" Literacy

"I can justify my choice and use of layout and presentation in terms of the intended impact on my reader" Literacy



## How does Arts Award align to the Expressive Arts area of the Curriculum for Excellence?

### Principles and Practice

Arts Award can support the Expressive Arts framework to provide 'children and young people with opportunities to be creative and imaginative, to experience inspiration and enjoyment and to develop skills' in art and design, dance, drama, and music.

Self-reflection, identifying strengths and weaknesses, and planning how to improve is at the heart of Arts Award. Throughout each level of Arts Award young people are asked to reflect on what they have learnt, to share their knowledge and skills, and to seek feedback from others.

Each level of Arts Award is underpinned by a set of assessment criteria monitoring art form knowledge and understanding, creativity and communication. The five levels of Arts Award create a pathway through which young people can build and develop their tools and arts practice and consolidate prior learning. At the early levels

of Discover and Explore this can be through play and practical experience, while the higher levels, particularly Gold, allow for formal research and inquiry.

It enables young people to broaden their creativity, communication, evaluation, and leadership skills through the development of a portfolio evidencing their individual learning journey. Evidence can be presented in any format that others can understand – digital, through a scrapbook, annotated drawings, blogs, vlogs etc. This gives the opportunity for learners to develop cross-curricular

skills- literacy, numeracy, and digital literacy.

Young people are encouraged to explore the work of other artists and arts organisations, and to review arts events, allowing them to develop an understanding and appreciation of contemporary and historical arts within their own communities, within Scotland and beyond. Arts Award provides a model through which to offer children and young people opportunities to become aware of the role of professional arts companies and cultural organisations in society and the economy.

Arts Award can also support evidence of progress of learners' abilities and skills in communicating in different ways and settings, solving problems creatively, and justifying their opinions of their own and others' work. This can be particularly evidenced at Silver and Gold levels, where young people explore their leadership skills. Through delivering an arts leadership project young people develop skills such as planning and review, critical thinking and problem solving, as well as managing time and meeting deadlines. Young people are also asked to connect with professional artists and organisations, and learn more about careers in the arts, as well as education pathways and opportunities in the arts in Scotland.

The learning and experience young people develop through participation in Arts Award encourages the development of knowledge, skills and values that can help to develop lifelong appreciation of, and participation in, expressive arts and cultural activities.



## 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 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)