



Deliver Bronze Arts Award as part of
your KS3 English and Drama curriculum

Teacher's guide and handouts
for Arts Award advisers

Arts Award can support many areas of the KS3 English and Drama programmes of study 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 in class, 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 provide stretch and challenge opportunities to more able students, as well as linking effectively to existing extra-curricular opportunities such as a creative writing club, school production, spoken word group or the Duke of Edinburgh Award.

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, 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

To achieve their Arts Award, young people take on challenges in an art form, participate in arts activities, experience arts events, get inspired by artists and share their arts skills with others. 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 is a great complement to 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 will help you to identify key aspects of the KS3 English programmes of study and how they link to Bronze Arts Award. 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 English programmes of study

Pop out boxes highlight supporting resources or key points to consider



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Arts Award and KS3 English and Drama

The KS3 English programmes of study specifically highlight how in this subject (which incorporates many dramatic approaches and texts) schools should 'teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them.' Arts Award contributes to all sections of this statement, through encouraging the development of specific communication skills via its portfolio format, and encouraging pupils to gain confidence in their work and capabilities. For more information on the benefits of Arts Award see our [Impact Study](#).

As well as linking to the KS3 English and Drama curriculum, you may want to think about linking Arts Award to other programmes such as [Shakespeare Schools Festival](#), [National Theatre Connections](#), or the [BookTrust Bookbuzz Secondary](#); or a school choir, production or orchestra. You can also link Arts Award to wider Trinity College London programmes and resources such as [graded drama exams and whole production assessment](#).

Arts Award provides a measurable way to demonstrate progress in English and Drama, with students able to move to Silver Arts Award or Gold Arts Award if they do not want to, or are unable to, continue Drama at GCSE or complete graded drama exams. Arts Award can also act as a pathway to, or inspiration for studying Drama at GCSE and beyond. Silver and Gold can act as an excellent complement to those who are studying English and Drama at GCSE or

A Level, providing skills development opportunities as well as personal and professional development opportunities outside of school.

Resources to use in association with this document:

[Bronze Portfolio Templates](#)

[Five Day Bronze](#)

[Bronze Evidence Checklist](#)

[School Resource Pack](#)

[Bronze Hub on Arts Award Voice](#)

[Arts Award and the Ofsted framework](#)

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 Drama](#) resources to support your delivery. We have online videos and support, as well as an online anthology of a range of texts for all levels and genres. Find out more about our [support offer for Drama](#)

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 English and Drama Programmes of study

There are many elements of the KS3 English programmes of study and subject content which link directly to Bronze Part A, for example:

- ▶ All pupils produce creative work, exploring their ideas and recording their experiences
- ▶ Pupils should be taught to write accurately, fluently, effectively and at length for pleasure and information
- ▶ Improvising, rehearsing and performing play scripts and poetry
- ▶ Students are able to write clearly, accurately and coherently
- ▶ Students can elaborate and explain clearly their understanding and ideas



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How to link the programmes of study to Bronze Part A

Bronze Part A give students the opportunity to practice their writing skills, develop their accuracy and fluency and hopefully creating an environment where students enjoy the process of writing.

In Drama, Bronze provides a framework to develop vital drama skills such as improvisation, working with texts, or developing a particular skill such as mime or stage combat. Part A encourages students to keep a log or diary of their progress, which is excellent preparation for GCSE study.

Tip: As Arts Award is multi-disciplinary, it lends itself well to working with colleagues from other departments to help bring writing or rehearsed pieces to life. Why not consider linking with your Art department to create sets or costumes for a performance? Those students can then gain their Arts Award alongside the performers.

Tip: As well as Arts Award, Trinity College London has exams where students can explore a variety of forms including poetry and prose. Find out more about our [Speech and Drama syllabus](#).

- ▶ In English lessons where you are exploring creative writing, (fiction, poetry etc) use the work produced or drafted in these lessons as evidence. Encourage students to take photos of their work each lesson to demonstrate progress, or scan their work to store digitally. Alternatively, if they produce their work on a computer print-outs or digital portfolios work equally well.
- ▶ Have young people peer-review each other's work, and provide feedback on how it has developed. It might also be useful to encourage young people to highlight any edits or reviews they do of their work, which helps to also demonstrate their ability to proofread, draft and edit.
- ▶ Encourage young people to write a response to a play, book or poem you are studying. Can



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- they write in the style of a particular writer, create an alternative ending, a diary entry from the point of view of a character or a newspaper article reporting on a key scene in a text? These are all great creative writing activities to use as evidence for Part A, many of which you will already be doing as part of your lessons and demonstrate writing for a wide range of purposes and audiences.
- Consider setting a poetry recital challenge – young people write and rehearse their own poem which they perform as part of a poetry-slam, either at the end of a term or scheme of work. Young people can track their skills development as a writer and performer/public speaker
 - Journalism counts as an art form for Arts Award. If you are exploring writing persuasively, or writing in the style of a particular newspaper or magazine, this writing can contribute towards Part A.
 - Students could write for a school website or blog, or take on editing roles in a school publication
 - If young people are attending drama classes outside of curriculum lessons they can use their progress in this as evidence for Part A. Ensure that they evidence how they have progressed
 - 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. In Drama lessons, take part in workshops or lessons relating to a particular drama skill - eg Mime, Physical Theatre, Mask, Commedia del Arte etc

- If the school has a production or showcase planned, students can use their rehearsals towards this as evidence for Bronze Part A
- Consider linking English and Drama lessons closely together – in English students can create short scripts which they then bring to life in their Drama lessons. Both activities can contribute towards their Bronze Award
- In English students could act out scenes from set texts, or texts they are already studying

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 English. You can download free templates from the [Resource Library](#) and access more free supporting downloads from [Arts Award Voice](#).

If students are thinking about taking Drama at GCSE, Bronze Arts Award is a great way to prepare them for the rehearsal diary element of the KS4 course, and acts as a perfect introduction to GCSE study. This works just as well for improvised performances as well as those which are text-based



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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 English and Drama Programmes of Study

There are many elements of the KS3 English programmes of study which link directly to Bronze Part B, for example:

- ▶ Pupils should be taught to develop an appreciation and love of reading
- ▶ Knowing the purpose, audience and context for writing
- ▶ Understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play
- ▶ Reading at Key Stage 3 should be wide, varied

and challenging. Pupils should be expected to read whole books, to read in depth and to read for pleasure and information (reading a book to critically review can form Bronze Part B)

- ▶ If students orally share their reviews, this links to the development of spoken language skills referred to in the programmes of study

How to link the programmes of study to Bronze Part B

Through being able to choose their own text to read and being able to link this to an extrinsic outcome such as writing a review of this for Arts Award, students can be encouraged to develop a love of reading, as well as critical analysis skills which will help prepare them for their GCSEs.

Through writing or sharing critical reviews of a book or arts event, students develop the core skills highlighted in the Programmes of Study and can join a community of young reviewers nationwide by using Arts Award Voice.

In Drama, students build on their knowledge of



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theatrical staging, language and practice, and demonstrate their learning and understanding through their reviews of dramatic performances. By looking at the context surrounding any performance, students help to develop their knowledge of how this can influence a text, its presentation and reception.

- ▶ If you already have a trip to the theatre or other arts event planned, ensure that young people create or record a review of their visit, focussing on the creative impact (not the journey, the seats, what they ate etc) when they are back in school, or as a homework task. You can direct the review to include specific elements linked to what you may be focussing on in class, or linking to the programmes of study bullet points above.
- ▶ Arts Award Voice has lots of ideas and guides on how to write a great review of an arts event
- ▶ Ensure young people keep hold of any tickets

to use as evidence, or take a group photo in front of the theatre/venue

- ▶ If you are not able to take a group out of school, consider watching a recording of a production you are studying in class. Make use of resources such as the National Theatre Collection. Young people write a review of the screening. Consider encouraging them to think of how their experience would have differed if they had seen the production live
- ▶ Reading and reviewing a book can form their Bronze Part B. Either select a class reader, or encourage young people to take out a book from the library to read and review. This can link to other programmes such as CILIP Carnegie Medal Shadowing, can help to motivate young people to engage with literacy strategies such as Accelerated Reader, or help to demonstrate text comprehension if your school does not use this sort of intervention.
- ▶ Display all reviews on a noticeboard or in the 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 a print out of their review if online, including the URL
- ▶ Students could watch and review GCSE or A Level drama, music or dance performances. Not only does this provide an audience for any dress rehearsal, it helps to demonstrate what GCSE study might be like for students considering this as an option.

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.

Part C: arts inspiration

Evidence required in young people's portfolios:

- ▶ evidence of their research into an artist or craftsperson
- ▶ 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 English programmes of study

There are many elements of the KS3 English programmes of study which link directly to Bronze Part C, for example:

- ▶ studying a range of authors
- ▶ appreciate our rich and varied literary heritage
- ▶ writing for a wide range of purposes and audiences
- ▶ supporting ideas and arguments with any necessary factual detail

How to link the programmes of study to Bronze Part C

Through encouraging students to dig deeper into the work and life of authors, poets and playwrights, they are encouraged to have a greater appreciation of a wide range of writers, including those who may not otherwise be included in the KS3 or KS4 curriculum.

Students can also look at actors, directors, producers, set designers, sound engineers costume designers etc.

- ▶ If you have a particular author, playwright or practitioner you are studying, use this as the class's arts inspiration. Alternatively, link this to a programme such as the CILIP Carnegie Medal Shadowing and encourage young people to choose an author from this shortlist to find out about
- ▶ Challenge young people to creatively show what they found out through posters or a presentation, blog or vlog (which can link to the KS3 Spoken English requirements)

Tip: This could be a great opportunity to link in discussions around SMSC and British Values – exploring authors from different backgrounds can help to open up conversations about different cultures, and how characters from a range of backgrounds are portrayed in texts.

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 someone who isn't a writer, as long as they are an artist or craftsperson and they focus on their career, life and work. You can link their summary to the English curriculum aims by writing or presenting what they've found out.

Tip: Some young people may want to find out about a sportsperson or other personality they admire for this part. This is only possible if the person chosen has another 'artistic' career, for example they have also published a book or worked as a presenter. Make sure that the students focus on their arts life and career, rather than their sports career.

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 English and Drama Programmes of study

Part D is a great section of Arts Award to clearly demonstrate speaking and listening skills and students' progression in these. However, Part D can also take the form of a written guide for those students who are not yet ready to speak in public, making it easy to adapt and differentiate to the needs of your class.

- ▶ Part D links to the English Programmes of study in the following ways:
- ▶ Pupils are confident in the arts of speaking and listening...demonstrating to others

- ▶ Pupils should be taught to write notes and polished scripts for talks and presentations
- ▶ Give short speeches and presentations

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 – although this can form part of it. You could link Part D to a performance if students lead a workshop or activity, before or afterwards, where they pass on a skill from the performance.

Part D is a great way to demonstrate effective speaking, listening and communication skills, especially if students are required to ask questions and feed back on a session. The arts skills share can be delivered as a presentation which is scripted and prepared – linking directly to all Programmes of Study points above.



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- ▶ Pair students up to pass on a literature or writing based skill in class with each other. This doesn't need 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.
- ▶ Students can lead a drama warm up at the start of a class to help develop specific skills such as teamwork or focus
- ▶ Choose a Drama practitioner and run a practical workshop/ choose an element of Stanislavski's system which students teach the group in a practical workshop. This can link directly to what they have studied in their lessons, as well as being excellent practice for GCSE study.
- ▶ Choose a dramatic style from history to explore and have students run a short workshop to engage with different styles of acting eg the chorus in Greek theatre, archetypes in Melodrama etc.
- ▶ Students can demonstrate a skill such as how to read aloud for impact (using a picture book, poem or extract from a text). Ensure they capture what specific skill they are sharing – for example how to change the pitch or tone of their voice, or projection

- ▶ Students can share how to perform an extract from a play, and teach other students a technique such as mime, stage combat or how to perform iambic pentameter aloud
- ▶ Students can teach another person an aspect of vocal skills employed in performance eg projection, importance of vocal warm ups, breath control etc
- ▶ Some students may not feel confident to share Part D 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

Ensure that young people are passing on a skill, and not just performing or reading to others. Include an opportunity for the person they are sharing with to have a go at or ask a question about the 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 available on the Resource Library.

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.

Perform with Trinity

Arts Award is just one offer from Trinity College London designed to help support your teaching. Find out more about the drama offer from Trinity College London at trinitycollege.com/qualifications/drama or by clicking the relevant links below:

[Speech & Drama](#)

[Acting](#)

[Performance Arts](#)

[Musical Theatre](#)

[Acting for Screen](#)

[Communication Skills](#)

[Plays in Production- for school productions](#)