

## A guide to creating bespoke Arts Award Discover logs

### Step 1: build the partnership

Key to the development and success of the work we do at Tameside Cultural Services, is the relationships we have built with local schools, community and arts organisations. Arts Award has allowed us to connect and find a flexible framework where we can support the development of creative and cultural experiences for the young people of our borough.

### Step 2: promote the value of the log

By creating bespoke Arts Award logs we have provided extra structure to assist with the embedding of Arts Award. We ensure this process works hand-in-hand with partner's needs, aligning with the national curriculum and school/organisation agenda, including spiritual, moral, social and cultural (SMSC) requirements and supporting the creative and cultural offer of the delivery centre.

Participating schools and organisations have identified that Arts Award gives added value to their delivery to young people. By working with a bespoke log, we provide a step by step guide for young people and staff to follow and by ticking off the assessment criteria at the back, participants can see their progress and understand where their focus needs to be.

### Step 3: create the framework for the log

We arrange meetings with head teachers and group leaders to discuss their requirements.

Following this we discuss the project in more detail with individual class teachers and leaders to ensure that what they hope to deliver sits within the Arts Award framework, from this we gain an understanding of their approach.

Wherever possible we advocate links with the local arts and cultural community to provide added value and interest. Within the specially designed Arts Award project we aim to retain flexibility, allowing for different clients, schools and organisations to tailor delivery to their own style and art forms.

### Step 4: create the final log

Below you will find a step by step guide to support your own development of a bespoke Arts Award Discover log.



#### Front cover

Included in the design of the page:

- ▶ title of the project
- ▶ images that relate to the activity/theme/topic
- ▶ any relevant logos

## Introduction to Arts Award Discover

### (This remains the same with each Discover log)

Arts Award Discover is a fantastic chance for you to get an award and a really cool certificate that you can show to your family, your teachers and keep in your record of achievement. All you need to do is work your way through this special booklet and fill in each of the pages. Be as creative as you want to be: draw pictures, use photos, print stuff from the internet and use pictures from magazines. You can also add additional pages if you want.

In this section we provide an outline of Arts Award Discover and its 3 parts. We also give an overview of the other Arts Award levels.

## Introduction page to topic/theme

A brief overview of topic/theme of approximately 100 words

### Example: Victorian Tameside

**VICTORIAN TAMESIDE**  
The Victorian age in British history is named after Queen Victoria, who was Britain's queen from 1837 until 1901. Life for children in the Victorian times was very different to our experiences today. Find out how children in Tameside lived, played and learnt and why the Victorian period is so important to this area of Britain.  
Below is a timeline covering the period of Victoria's reign can you find out about some key events and include them in your timeline in the right place?

Born 1819

Died 1901

The page features a decorative header with colorful bunting. Below the text is a horizontal timeline with seven empty rectangular boxes for notes. On the left and right ends of the timeline are small portraits of Queen Victoria, with the text 'Born 1819' and 'Died 1901' respectively.

## Part A: Discover

Part A within each bespoke Arts Award Discover log remains largely the same regardless of the partner we are working with, the only change we make is the addition of relevant images and information about a particular topic or theme. We give participants a double page of empty boxes and ask them to respond to the question: How many different types of art do you know about?

As this is an individual response we suggest that each participant can: Draw or stick in pictures that show as many different types of art as they can think of, these might include:

Music, Sculpture, Film, Animation, Graphic Design, Poetry, Lyrics, Drama, Books, Dance, Drawing, Painting, Photography, Architecture, Textiles, Craft.

**Part A: Discover**

*The arts around you...*  
How many different types of art form do you know?

Draw or stick in pictures that show as many different types of art forms as you can think of

The worksheet is designed to look like a scrapbook page. It features a title 'Part A: Discover' in a brown box, a small photo of hands playing a violin, and a question 'The arts around you... How many different types of art form do you know?'. Below the question are five empty rectangular boxes with dashed borders, intended for drawing or pasting pictures. The background is decorated with colorful bunting and a torn paper effect.

## Example: Victorian Tameside


### Part A: Discover

**TAMESIDE WAS VERY MUCH AT THE CENTRE OF THE INDUSTRIAL REVOLUTION DUE TO ITS LOCATION AND CLIMATE**

The cotton trade in Victorian Tameside was one of the most important textile producers in the world. By 1861 a third of the population in Ashton-under-Lyne was directly employed within the textile industry. In Stalybridge, Hyde and Denton the figures were even higher. Often whole families worked in the mills and their livelihood depended on the state of the cotton trade.

Cotton mills were dangerous places to work. Workers spent long hours tending unguarded, fast moving machinery. This led to many serious accidents. Mills were also hot, humid, dusty and extremely noisy. Children were especially at risk.

The Cotton Factory Times was a newspaper established in 1885. The weekly newspaper, owned by the Andrew family, cost just one penny. Cartoonists such as Sam Fitton played a part in showing life in the Lancashire cotton industry through their sketched cartoons.



Draw a story board in the boxes below based on the newspaper cartoons of Sam Fitton. Your story can be about anything.

1

2

3

4

### Part A continued: Taking part in a range of arts activities

This section forms the main bespoke section of the log and enables us to create pages that are focused around our theme. Whilst participants are required to take part in at least one arts activity, we encourage them to have a go at several art forms linked to our theme.

We include questions and suggestions, for example: Which arts activities did you take part in? A record of you taking part in the arts.

We allow space for participants to respond to the actual arts activity/ project they have been engaged in. This evidence can be shown and captured in any way, whether through words, drawings, photographs, print-outs or film.

Here are some further examples:

**WAKES WEEK WAS A TRADITION ACROSS INDUSTRIAL TOWNS IN THE NORTH OF ENGLAND**  
 Most popular in Lancashire, Yorkshire and Cheshire, each town had its own 'Wakes Weeks' in June, July or August. Whole towns would close down for one or two weeks. During these weeks mills and factories would close so they could be cleaned and the machinery could be serviced. The workers would travel, locally, to seaside resorts such as Blackpool and Morecambe.

Design a postcard inspired by "wakes week" in our borough.

Please write about the fun things you did during your own school holidays

Queen Victoria tried something new in 1847. She had her first bathe in the sea, while on holiday on the Isle of Wight with her husband Prince Albert and her children. She was 28!

**WRITING AND POETRY**  
 Create your own rhyme or poem based on an animal of your choice.



Below is poem by William Brighty Rands who was a Victorian writer most famous for his nursery rhymes.

**I am the cat of cats. I am  
 The everlasting cat!  
 Cunning, and old, and sleek as jam,  
 The everlasting cat!  
 I hunt vermin in the night-  
 The everlasting cat!  
 For I see best without the light-  
 The everlasting cat!**

## Part B: Find out

We ask participants to research an artist and evidence what they have found out. This could be linked to the theme of the log.

### Example: Victorian Tameside

Sam Fitton was a writer and cartoonist who worked in Lancashire producing cartoons for the Cotton Factory Times at the start of the 1900's. He created over 400 cartoons for the newspaper. Find out about Sam Fitton's life and career as an artist and add your research to your log.

Let's make sure your log is complete! Place a tick in the 'Complete' box as you finish each section of your Arts Award log. Once you have six ticks your Arts Award log is complete and you are ready for assessment.  
Good Luck!

**Part C: Share**

I am going to share my work with

How will you share your work?

What did you enjoy most?

Why?

Congratulations  
Your Arts Award log is complete  
Adviser signature \_\_\_\_\_  
Participant signature \_\_\_\_\_

Discover Assessment Criteria	Participant Complete	Assessor Complete
<b>Part A: Art form knowledge and understanding</b> Pass: A basic understanding of a range of art forms Typically children and young people will: • Show a range of art forms by using pictures, photographs, drawings and words • Gain a basic understanding of artists and their work		
<b>Part B: Creativity</b> Pass: Show commitment in arts activities Typically children and young people will: • Take part in a range of arts activities • Respond to the ideas of others and demonstrate enjoyments of the arts		
<b>Part C: Communication</b> Pass: A basic understanding of communication Typically children and young people will: • Share information with others in any format • Undertake clearly defined tasks and answer all questions within this log		
Assessors feedback		

## Part C: Share

Part C within each bespoke Arts Award Discover log remains largely the same regardless of the partner we are working with, the only change we make is the addition of relevant images and information about a particular topic or theme.

We ask leading questions to ensure a response. The questions enable participants to share their experience easily and effectively. The questions ensure that the work meets the requirements of the Adviser toolkit and the assessment criteria for Discover level.

## Assessment criteria

Placing the Discover assessment criteria from the adviser toolkit within this section of the log assists participants and advisers to track progress and tick off which area of the criteria has been completed. This helps teachers and group leaders to oversee activities in between sessions that we deliver. This information should not replace the use of the Adviser assessment report form, but instead support advisers to keep track of the learning taking place and make the filling of the form easier.

We allow a separate space for advisers' feedback at the bottom of page where a teacher/group leader has the opportunity to individually respond to the completion of the log.

## Back page

This can include notes and logos.

### Example: Victorian Tameside

This 'Victorian Tameside' Arts Award Discover resource has been created by Tameside Council and supported by Curious Minds. All photographs and images used within this Arts Award 'Discover' have been sourced from Local Studies and Archive Tameside

### Final sign off

Once we have researched and laid out these pages, we ask the school/ organisation to agree the content and to sign off the Arts Award log. Our design team then gets to work on the finished creation.

In following this template, we ensure that it fits both Arts Award criteria and the participating organisation's own requirements.

To see some further examples of Tameside's Arts Award logs, visit:

[www.tameside.gov.uk/artsengagement/logs](http://www.tameside.gov.uk/artsengagement/logs).