

## Five sessions to Explore: An example planning template

This planner supports you to run Arts Award Explore in five sessions (or equivalent). This is by no means the only way to deliver this level of the award, but it offers a structure whether your programme runs over five sessions, five days or five weeks! Please note, that the recommended guided learning hours for Explore is 25 hours plus 10 independent learning hours. This has been considered when structuring this plan.

The planner splits five sessions into activities so that you could use these for workshops or spread them over more sessions. This approach could work well for delivery in a week or fortnight programme or within regular workshops over a much longer project.

**NOTE:** This template does not replace the adviser toolkit that you receive at training. You need to complete Arts Award adviser training before running Arts Award and you should also refer to the relevant section of your toolkit when planning and delivering the award.

<b>Session 0</b>	Planning and preparation
<b>Session 1</b>	Prepare arts logs and complete Part A
<b>Session 2</b>	Complete Part B
<b>Session 3</b>	Complete Part C
<b>Session 4</b>	Complete Part D
<b>Session 5</b>	Complete arts logs and assessment
<b>Enter</b>	Enter young people for Explore award. Submit portfolios for moderation if selected.

This planner proposes that you spend one session on advance preparation followed by five sessions of activity, portfolio work and adviser assessment, followed entering the young people for Arts Award.



### Tip!

You could also plan in an event or session to celebrate young people's achievements after the results are confirmed.



# Session 0: It's all in the planning!

Arts Award runs smoothly if you spend time preparing the experiences you want to offer and ensuring they fit the criteria and evidence requirements.

## Planning for the arts activities:

- ▶ **Prepare Part A – Take part:** Plan creative workshops or lessons across different art forms or skills/genres from one art form. Include opportunities for young people to identify and reflect on what they have learnt from taking part.
- ▶ **Prepare Part B – Explore:** Arrange time for finding out about artists and arts organisations – this might be a talk with artists, a tour of an arts organisation or scheduled time for active research. You may want to pre-book attendance at an arts event; this could be external, at your own venue, an online exhibition or performance that you bring in. Plan how your group might use this to find out about the artists and arts organisations involved in the event. If you arrange a visit then remember to organise relevant consent forms and transport.
- ▶ **Prepare Part C – Create:** Schedule time for your group to create a piece of art work. You may like to consider whether there will be a theme or topic that will be the stimulus for your project that could link all parts of Explore and how this might inspire the creation of the final artwork.
- ▶ **Prepare Part D – Share:** Allow time for your group to present what they have achieved and enjoyed about the other parts of Arts Award Explore to others, including time for any planning, preparation and practice. You may want to coordinate an event and advertise this in advance or plan for a session where the participants can present to each other.
- ▶ **Prepare resources for your evidencing** – Eg printing or uploading pictures for digital scrapbooks/log books/Explore arts logs. Ensure pens, paint, glue, materials for customising scrapbooks are available.
- ▶ Download the enrolment and marks spreadsheet. You can complete this as you go, making assessments and filling in the marksheet as each section is completed.

## A few weeks before:

- ▶ If you are planning to use the optional Explore arts logs then these can be ordered from the online shop at [artsaward.org.uk/shop](https://artsaward.org.uk/shop) (discounts for five or more).
- ▶ Read up on the process to enter young people, so you are ready to do this at the end of the project. More information is available [online](#).



### Tip!

Plan in time for your participants to evidence their Arts Award journey as they go so that this doesn't take too much time at the end of each session. You can then give time at the end of each session for them to add what they've collected into their arts logs, labelling appropriately. If you are doing hard copy logs you may need a printer onsite to print out images.



# Session 1:

## Arts Award logs and Part A – Take part

This session has been split into three activities, which could be delivered separately.

### Introduction

Give out young people's Explore arts logs/sketchbooks if using this format. Discuss Arts Award Explore with your group, explaining the four parts. To achieve their Arts Award they need to collect evidence and keep a record of what they do, and this can be a personalised, creative element of the award.

### Activity 1: Part A – Take part

#### Creative arts log planning

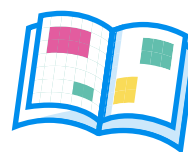
Make or customise an Explore arts log, which could be a diary, scrapbook, digital pages, or video/ audio recording. Explain that over the course of doing their Arts Award, examples of work will be written/pasted/recorded/uploaded to keep a record for Parts A, B, C, and D. The arts log can be as creative as resources allow. As it grows through the five sessions it may end up containing photos, examples of work, audio and video evidence etc.

**IDEA:** Their introduction page could be an 'about me' page, with their name, age, etc. For example, what they like, what they don't like, what they're good at, what they'd like to get better at in the arts.



**Tip!**

Enthuse your group about creative record keeping! It's not always necessary to write a lot – you could use diagrams, mind maps, thought/speech bubbles on photos, colour coding, etc. Encourage young people to be like detectives and collect evidence eg tickets, programmes, friends' comments, thoughts and doodles on work in progress, etc.



### Activity 2: Part A – Take part

#### What is art?

A short group discussion or exercise to prepare young people for selecting the arts activities they will be involved in later in the session.

**IDEA:** Young people brainstorm different art forms in small groups or pairs. How many art forms have they experienced before this session today? Have they watched any TV programmes or films? Seen any posters? Listened to music? Do they have a favourite art form? What is it and why? They then share this back to the whole group.

## Activity 3: Part A – Take part

### Take part in arts activities

Young people take part in pre-arranged arts activities (at least two). This might be looking at a specific theme or topic through using different art forms and/or exploring different genres/styles within the one art form. They should have time to think about or record what they enjoyed and found inspiring about each activity. Put images and descriptions of their activities and what inspired them about the arts activities into their arts log.



#### Tip!

Use what inspires them to help you extend your plans for Part C. If young people are inspired by certain activities they have tried in Part A, you may like to plan in using these art forms or styles when creating their artwork for Part C. Be sure to make these separate activities though!



**INDEPENDENT WORK:** In preparation for Part B, ask young people to find out at home about the artists they are exploring in the next session.

## Session 2: Part B – Explore

This session has been split into two activities, which could be delivered separately.

### Activity 1: Part B – Explore

#### Actively explore work of artists

The participants discuss what they found out about the artists that they will be exploring. Ask each individual to identify one thing that they have learnt at home and create a mindmap of the group's findings. Put the name of the young person who contributed each finding – make sure there is at least one from everyone.

Attend the pre-arranged trip or in-house visit for participants to experience their work or actively research their work online (eg online exhibitions or performances). Afterwards discuss with the group what they now know about the artist's work. Did they find out anything new about their work that they didn't know before? Add their ideas to the group's mindmap and label who said what.

Put evidence of what they found out about the artists in their arts log. Photograph the mindmaps from group discussions to add to their logs.

### Activity 2: Part B – Explore

#### Actively explore work of arts organisations

After the group have actively explored the work of artists (whether at a venue, in-house or online), organise for them to conduct research into an arts organisation. This could be an arts venue, a graphic design studio, a theatre, dance company, a museum, etc.

Put evidence of what they have found out about arts organisations in their arts logs.

**IDEA:** You could link your artist and arts organisation research together by asking the group to explore the arts organisation that produced or hosted the artist's work that they explored.



**Tip!**

If you attend an arts event then you could organise a tour of the arts organisation that is holding this event to help the group find out more about the arts organisation and their work.



## Session 3: Part C – Create

This session has been split into two activities, which could be delivered separately. If you have more than five sessions you will probably want to offer more time to create a piece of work.

### Activity 1: Part C – Create

#### Process

Facilitate an activity that young people can take part in that will culminate in a final piece of art work. This might be a piece of art, a dance, a theatre piece or a music performance. This session should look at planning and creating ideas for their final piece (e.g. devising scenes, painting ideas in a specific style) and deciding what they need for it (like materials, costumes, props, etc).

In their log books they should include evidence of the planning of their art piece, their ideas, what they will need, etc.

### Activity 2: Part C – Create

#### Final piece of work

Young people are involved in making their final piece of artwork. For example, putting scenes together, using techniques or draft sketches to create a finished painting. Let them know when they will need to be finalising their work and adding the final touches, like having a last run through and performance or finishing off their piece of art.

Their log book should include evidence of the creation of the artwork and their final artwork, for example photos/videos of the final performance, the drawing/painting or a photo of it.

**IDEA:** You might like to organise a sharing of the work(s) with an audience as a celebration of what your group have achieved.

**INDEPENDENT WORK:** Ask young people to think about what they have enjoyed and achieved from doing Explore. What was their favourite part and why? They will need to share this in their next session.



## Session 4: Part D – Share

Young people prepare and present to others what they've achieved and enjoyed throughout their Arts Award journey. This session has been split into two activities and can be delivered separately.

### Activity 1: Part D – Share

#### Planning and preparation

Provide some time for the group to prepare their presentations on what they've done through the project, what they've most enjoyed and achieved from it. They may like to spend some time creating a collage, PowerPoint or display for their presentation and practise it before presenting to others.

### Activity 2: Part D – Share

#### Review

Participants each present to their audience (this could be each other) what they have achieved and enjoyed through their Arts Award journey from Parts A to C. This could be a poster or collage of their journey that they display for others to see or a discussion with their adviser.

Put evidence of how the young people shared and who they shared with in their logbooks. You could use video or photo evidence of the young people presenting, PowerPoint presentations, or other evidence that shows they have identified their achievements and enjoyment from doing Arts Award.

**IDEA:** You could organise for their presentations to coincide with a public sharing of their art work so that the audience can also hear about their process and achievements from the whole project.

## Session 5: Complete art logs and start assessments

Everyone can now finish their arts logs – get your group to organise their arts logs so it is easy to find each part. Make sure they have labelled and/or linked to Arts Award Parts A, B, C and D. The advisers should complete the marks and enrolment spreadsheet, checking portfolios in small batches.

### Prepare to enter young people:

The marksheet must be completed ready for you to enter the young people for Arts Award, you may want to note where evidence is in case you are selected for moderation.

When you have finished assessing all the logs, enter the young people for their Arts Award following our online guidance. Cost varies depending on numbers of young people. More information at [artsaward.org.uk/enter](https://artsaward.org.uk/enter).

**Good luck!**

**Please remember:** Advisers run Explore in many different ways and settings from small youth groups to whole-year groups. There are plenty of templates and resources in our [resource library](#), as well as case studies and examples of delivery on our [blog](#).