








# Bronze Arts Award resource for youth theatres

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**Arts Award is a unique qualification for young people aged up to 25, supporting young people to develop as artists and arts leaders. Arts Award works best when it is embedded across an organisation and staff design and deliver a programme of activity to meet the needs of their participants.**

### **Benefits for young people**

Running Arts Award alongside your core youth theatre provision supports young people in developing new skills, broadens their cultural links and exchanges, and develops communication and leadership skills. Through Arts Award young people learn to work independently, helping them to prepare for further education and employment.

### **Benefits for arts organisations**

Many arts organisations find that Arts Award's flexible framework can fit round their existing offer to young people. Arts Award can help you work with children and young people on one-off projects such as summer schools and festivals, or more sustained programmes such as youth theatre groups. The awards offer structure and motivation and give young people a qualification to take away.

Arts organisations can also partner with schools, other arts organisations or youth clubs to share the delivery of Arts Award. This is not only an opportunity to build audiences, but offers young people a professional arts stimulus and a chance to generate exciting evidence for their Arts Award portfolios.

Offering qualifications such as Arts Award may help to strengthen funding applications for your youth theatre, which in turn can help cover the costs of Arts Award training and moderation.



*photo Kirsten Holst*

## Context

**Age group:** 11-18

**Number of young people:** 15-25

**Contact hours:** Arts Award recommends 40 hours of guided learning and 20 hours of independent learning. However, this resource plan runs at 30 hours. You don't have to match the guided learning hours exactly to your project; they are there as guidance.

**Weeks:** 12 (2.5 hours per session)

**Outcomes:** Offering Arts Award will result in a number of positive outcomes for the young people involved:

- ▶ knowledge and understanding of theatrical techniques
- ▶ communication and presentation skills
- ▶ confidence in building personal portfolios
- ▶ leadership skills
- ▶ planning and reviewing skills
- ▶ Bronze Arts Award – Level 1 Qualification

When making plans to take your youth theatre through Arts Award, consider the areas of your activity which would contribute towards the qualification and which areas could be adapted.

This resource is a guide for how you might structure and deliver Arts Award with your youth theatre and see how the Arts Award criteria can fit around your programmes of work. We would not recommend that you exactly replicate this approach, but that you use it as a template to prompt your own ideas.

You may wish to adjust the following if you have a different sized group, timescales and resources. Following this model does not guarantee a pass. This resource needs to be used in conjunction with the toolkit you're supplied with at Arts Award adviser training.

## Capturing evidence for portfolios

Empower your young people to lead on developing their own portfolios and record evidence for each other, or if you're working with volunteers or students on work experience, get them involved in youth theatre sessions. Arts Award evidence can be recorded using a range of formats including photography, film, blogs, posters, and audio recordings.

Young people make their Arts Award portfolio in digital formats or online. You could use free online tools like Wix, Wordpress or upload work to social networking sites like Facebook, Instagram or YouTube.

We also have a range of resources to support you to build portfolios and logs with young people:

- ▶ downloadable resources to support you to build Arts Award portfolios are available from our [resource library](#)
- ▶ Bronze logs are available from the [Arts Award shop](#). The logs can be used as activity books to collect evidence for the different sections of Bronze level. They also help advisers assess the work and can particularly support evidence collection when working in larger groups

*photo Kevin Ricks*



## Overview – Bronze Arts Award for youth theatres

Part	Existing activity that may fit	Adaptations needed	Evidence needed
<b>Part A: explore the arts as a participant</b>	Develop drama skills through taking part in workshops with professional actors or theatre facilitators.	Collecting evidence: what skills they want to develop and how they could expand their arts practice, reflection on the skills they have learnt.	<ul style="list-style-type: none"> <li>▶ description of arts activity</li> <li>▶ evidence of participation</li> <li>▶ summary of what they learnt</li> </ul>
<b>Part B: explore the arts as an audience member</b>	See show(s) at a theatre or elsewhere.	Share thoughts on the performance or events with the rest of the youth theatre, this could be through discussion, presentations or written work.	<ul style="list-style-type: none"> <li>▶ experience of at least one arts event</li> <li>▶ personal reflection</li> <li>▶ sharing reflection with others</li> </ul>
<b>Part C: arts inspiration</b>	Research actors, script writers, directors who inspire them.	Could be the practitioners they work with, actors, directors whose work they have seen or just someone in the arts that inspires them and they want to know more about.	<ul style="list-style-type: none"> <li>▶ evidence of research</li> <li>▶ summary of findings</li> </ul>
<b>Part D: arts skills share – passing on arts skills to others</b>	Pass on skills or explain drama techniques to other members/new members of the group or invite parents/carers, siblings etc along to a workshop.	Decide what they want to pass on/demonstrate, plan how they'll do it then reflect on how it went and get feedback from others.	<ul style="list-style-type: none"> <li>▶ explanation and plan for activity</li> <li>▶ evidence of activity</li> <li>▶ reflection on how it went</li> </ul>

## Week by week timeline

Week	Content	Useful tools for sessions	Young people's tasks at home	Criteria
One	<p>Give an overview of youth theatre plans and how you will structure the upcoming weeks. Explain how Arts Award works to your young people. Distribute Arts Award logs, or create your own in-house portfolio resources.</p> <p><b>Top tip</b></p> <ul style="list-style-type: none"> <li>enthusie your group about creative record keeping. It's not always necessary to write a lot, think of innovative ways to help them evidence their work</li> <li>build in time to check portfolios as you go along and, where possible, fill in assessment report forms as each section is completed</li> </ul>	<ul style="list-style-type: none"> <li>toolkit – to talk through Arts Award Bronze framework</li> <li>theatre trip consent forms</li> <li>film and photography consent forms</li> <li>invite to sharing at week eleven</li> </ul>	To get permission from parents or carers for theatre trip and film/photography consent forms.	
Two	<p>Young people participate in a range of drama games and activities.</p> <p>As an adviser, make sure the activities you have planned can meet the criteria of Part A – eg improvisation, mime, physical theatre workshop etc.</p>	<ul style="list-style-type: none"> <li>ball</li> <li>blindfold</li> <li>chairs</li> </ul> <p><b>Top tip</b></p> <ul style="list-style-type: none"> <li>rehearsals and auditions with your youth theatre can match up to Part A. It doesn't have to be a workshop or drama led activity</li> </ul>	Ask the youth theatre to think about what drama activities they like the most and why. The group needs to think about activities that challenge them and bring their ideas to the next session.	Part A

Week	Content	Useful tools for sessions	Young people's tasks at home	Criteria
Three	Continuation from week two. Ask your young people to get into groups and discuss the games/activities they selected and why  Young people should create a plan, deciding what drama skill they want to pass on/demonstrate and how they'll do it.	<ul style="list-style-type: none"> <li>▶ camera</li> <li>▶ video camera</li> </ul>	Record thoughts in portfolio.	Part D
Four	Hold a master class in any art form with a freelance practitioner.	<ul style="list-style-type: none"> <li>▶ camera</li> <li>▶ video camera</li> </ul>	Think about and record what skills they learnt during the session.	Part A
Five	Visit the theatre and plan a theatre trip that will tie in with their next project. If you're planning to work on a new performance focusing on comedy then go and see a comedic piece or, if funding for the project is minimal, see if you can set up a scheme whereby youth theatres in your area offer cheaper/free tickets in exchange to see your youth theatre performances for free.	<ul style="list-style-type: none"> <li>▶ theatre tickets</li> <li>▶ camera</li> </ul>	Capture evidence of them attending in their portfolio (ticket stubs, programmes, photos, etc).	Part B

**Top tip**

- ▶ you could look up Arts Award Supporters and see how you can use Supporters in your area - they might also have performances with post show Q&As, exhibitions, or concerts that you could go along to. Supporters are out there and want to help young people achieve their Arts Award. Find out more at [artsaward.org.uk/supporter](https://artsaward.org.uk/supporter)
- ▶ ensure you capture your young people's reactions on the bus/train home if you travel together as these can be used as evidence
- ▶ young people can also watch performances at the cinema or online, through one of the new digital theatre services eg Digital Theatre Plus or National Theatre Live

Week	Content	Useful tools for sessions	Young people's tasks at home	Criteria
Six	Discuss and review performance they went to see.	<ul style="list-style-type: none"> <li>phone to record audio</li> </ul>	Young people need to create their own personal review of the performance. This can be done in any format eg video, blog, audio.	Part B
Seven	<p>Ask the young people to think about and research someone who inspires them within the arts.</p> <p>This could be practitioners they've worked with, actors, directors whose work they have seen or just someone in the arts they want to know more about. Get them to capture why they have chosen the person in their portfolio.</p>	<ul style="list-style-type: none"> <li>make research resources available eg laptops, internet, articles, magazine, newspapers</li> </ul>	Think about or research somebody who inspires them in the arts, why they have chosen that person and what they have learnt about their career and life.	Part C
Eight	<p>A two hour master class with a freelance practitioner or adviser looking at different theatre techniques. Adviser or volunteer to capture evidence of young people taking part.</p> <p>Get the young people to record their experience of taking part and what skills they have learnt.</p>	<ul style="list-style-type: none"> <li>camera</li> </ul>	Young people continue to research somebody who inspires them.	Part A and Part C
Nine	<p>Ask the young people to individually present to the group their work on who inspires them and film their presentations. This can be presented in any way:</p> <ul style="list-style-type: none"> <li>hot seating</li> <li>acting out the person</li> <li>poster, presentation, Prezi, video etc</li> </ul>	<ul style="list-style-type: none"> <li>camera</li> </ul>	Ensure they capture their research and summary in their portfolio.	Part C

Week	Content	Useful tools for sessions	Young people's tasks at home	Criteria
Ten	<p>Practice workshops – split the group into smaller groups and allow each young person to have a turn. After each workshop has been delivered the youth theatre can offer some feedback.</p> <p>Finalise workshop plan and prepare resources, make any changes after feedback received.</p>	<ul style="list-style-type: none"> <li>▶ balls</li> <li>▶ chairs</li> <li>▶ pen</li> <li>▶ paper</li> <li>▶ props</li> </ul>	Reflect on feedback and develop and amend plan.	Part D
Eleven	Youth theatre deliver workshop to friends and family.	<ul style="list-style-type: none"> <li>▶ camera</li> <li>▶ audience feedback forms</li> <li>▶ pens</li> <li>▶ refreshments for participants and audience</li> </ul>	Show personal reflection on how it went, as well as feedback from others.	Part D

For examples of delivering Bronze Arts Award in a youth theatre setting take a look at our [blog](#).

## Entering young people for Arts Award

Once you have completed the project you will need to check all young people's portfolios, ensuring that their evidence meets the assessment criteria, using the toolkit as your guide.

You will need to complete an evidence locator form for each young person/portfolio. If videos have been created, they must be time coded so the moderator can see the young person's evidence. Ensure that evidence is grouped, and labelled so it is clear which section of the award it relates to by organising the files in the correct order, Part A Part B etc.

Where you have created individual files containing evidence for multiple parts, ensure to use suitable headings or chapters for each section for easy navigation. You must also:

PDF files together in the correct order, eg scans of portfolio pages, copies of written work, photos, images etc

Use suitable file names to aid signposting eg Level\_Part\_Unit\_Brief Description

Provide video or audio files separately but ensure the evidence locator form clearly states which part of the award it relates to and specifies timecodes

Ensure evidence is legible in digital format. This means all handwritten work can be read and photos and videos have been rotated and play the right way up

You are welcome to provide URLs to external sites within the evidence if some evidence is posted online but this evidence must be publicly accessible and arranged sequentially as per this guidance.

Do not exceed the maximum number of files per portfolio at each level

All portfolios must be provided in digital format.

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)**