



Evidencing Arts Award

Young people with learning difficulties



TRINITY
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ARTS COUNCIL
ENGLAND

Evidencing Arts Award

Young people with learning difficulties

Arts Award is designed to be accessible to young people with a range of abilities, backgrounds and individual learning requirements. Because it measures and supports each individual's personal progress, it is ideal for young people who face barriers to learning or who may not be able to access other qualifications.

Young people can collect evidence for their Arts Award in a range of formats, meaning that non-verbal or less confident communicators can be supported to achieve the qualification. Evidence can be presented in any format, provided it clearly demonstrates the evidence requirements as set out in the adviser toolkit.

You will know how best to support the young people you work with to participate in arts activities and reflect on their achievements. This might include one-to-one work, offering choices, repeating and modelling activities, or using multisensory approaches.

As an adviser, you can support young people to collect evidence. There are lots of ways to present evidence, such as:

- ▶ photographs
- ▶ audio recordings
- ▶ write-ups
- ▶ PowerPoint presentations
- ▶ film
- ▶ 3D work
- ▶ speech bubbles
- ▶ diary entries
- ▶ quizzes
- ▶ sketches
- ▶ proformas and templates
- ▶ collages
- ▶ posters
- ▶ blogs

How to use this resource

This resource is designed to inspire you by showing different ways that young people have evidenced their Arts Award achievements. In particular, it focuses on:

- ▶ using photographs and film
- ▶ using symbols and signs
- ▶ charts, templates and proformas
- ▶ witness statements and scribing
- ▶ creative responses

Feel free to take ideas from this resource and adapt them to suit your own Arts Award groups.

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This resource shows examples from a range of Arts Award levels and through a range of media. Remember, the examples used in this resource are just snapshots of young people's work and don't reflect the entire portfolio – so use this alongside your toolkit to ensure young people are meeting the relevant evidencing and assessment criteria.

Tips for building evidence

- ▶ Young people with individual learning requirements may need more support to help document their learning, and you should plan in time for this as appropriate.
- ▶ Make sure you build in time to work on collecting and recording evidence during delivery time, to avoid having to rush to collect missing evidence at the end.
- ▶ No matter what format evidence is presented in, it's important to have a record of where the relevant evidence for each section is. Consider page numbers, indexing, and time codes (eg for video/audio recordings) – this will make it easier for you to complete the Evidence Locator Form, and for the moderator to find the evidence if you are moderated.
- ▶ Getting young people to reflect on what they've done may be a challenge, so think about different ways to do this, such as selecting feelings from a menu of choices, arranging images/photos in order of preference, or recording vox pops of discussions.
- ▶ Enjoy it! Advisers tell us time and again the joy that comes with seeing young people develop their arts skills and build confidence. Through creating a portfolio or arts log, young people will have a tangible record of their achievements that they can feel proud of.



Tools and resources

Check out the [Evidencing Arts Award resources](#) on the resource library for templates, top tips and ideas.

Search the [Arts Award blog](#) for a bank of case studies from a range of settings.

Purchase Discover, Explore and Bronze arts logs from the Arts Award shop artsaward.org.uk/shop.





Photos

Photos are an ideal way to document participation in Arts Award as they can give an instant insight into what activities young people have been taking part in.



This is an example of how a collage of many images can be used to illustrate a narrative.

Sam, Bradfields Academy: Arts Award Explore Part A



Tom, Victoria Education Centre: Bronze Arts Award Part A



Jake, Suffolk One: Arts Award Explore Part A

You can support young people by scribing descriptions/ annotations of their photo diaries.

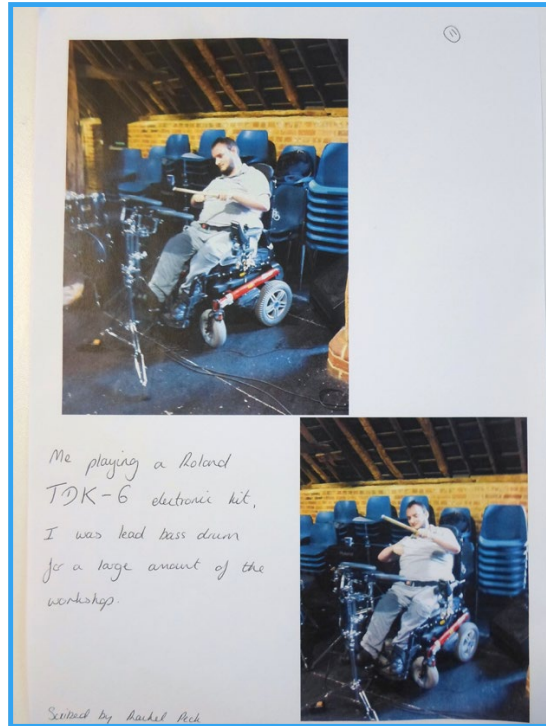
You can also use photos to create a diary to document activities participated in over a period of time.

Henry, Oak Lodge School: Gold Arts Award Unit 1 Part A



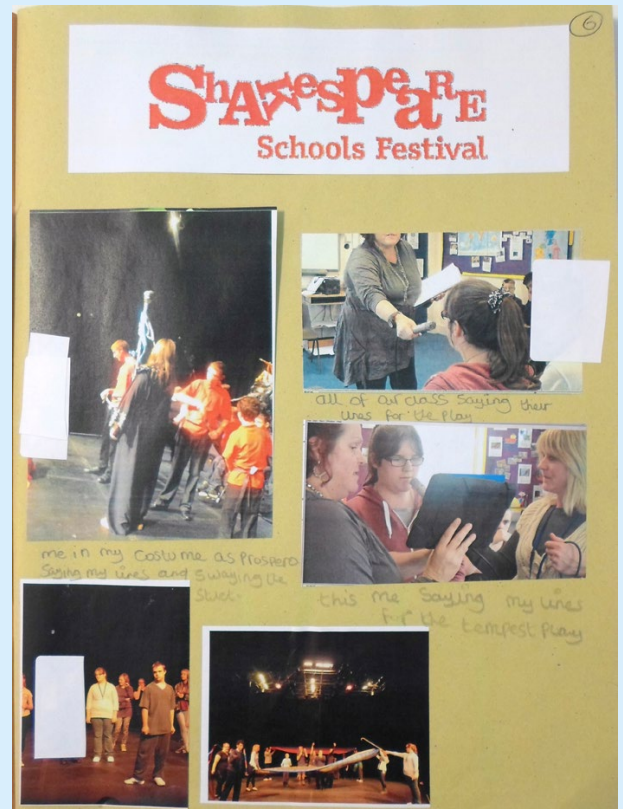
Every picture tells a story... or does it?

Photos without context can be confusing or unclear. Remember to put them into context eg through descriptions or annotation.



Ed, The Orpheus Centre:
Silver Arts Award

Some young people aren't keen on having their photo taken. Maybe you could suggest an avatar, creating a mask/costume for them to wear, or take photos without featuring faces.



Lucy, St Nicholas School:
Bronze Arts Award Part A

These photos show the whole process from rehearsal to performance.

Annotations don't necessarily need to be long and detailed, but they should be clear and provide context.



Johnny, St Nicholas School:
Bronze Arts Award Part A



Film

Film can be particularly effective in documenting performances, discussions, presentations, or skill sharing sessions. It's a useful way of collecting evidence if young people are not able to write things up. For example, if conversation is possible, young people could be buddied up in pairs, and ask each other interview questions about their arts activities, with one person filming the other. Using film is also a great way to record those 'surprise' bits of evidence that are unplanned or spontaneous.

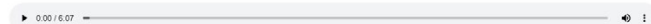
Bear in mind that some young people may be very sensitive or anxious about being filmed or having their photograph taken, so try and

create a supportive environment that they feel comfortable in. Ensure that at the beginning of the Arts Award journey you explain to them what the awards are and why they'll be collecting evidence. Remind them that Arts Award doesn't measure how good you are at certain art forms, but is about how you've taken part and developed your knowledge and skills.

If they are uncomfortable with using photos or film, there are lots of other ways to evidence young people's participation such as: write-ups (including witness statements and feedback statements), images of final work or processes, planning documents, or audio recordings of discussions and reflections.

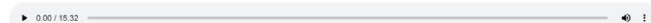
Day 2

At the start of this session, I felt a little bit more confident: most of the participants seemed to enjoy yesterday's activities, and I think I led them well – so I felt like I could do the same today! We began by energising our brains with a memory game classic, 'I Went To The Shop'. I began with the phrase, 'I went to the shop and I brought a...' (here I would insert an item of my own choice), the next participant said the previous item and added their own, the third said the previous two and added another on, and so on around the circle. To add an element of challenge, we added a theme as well, so everything brought had to be from a specific shop (in this case, a toyshop). I don't think I explained this game very well (if you listen to my recording, my explanation is rather long – winned), but Alys saved me by starting the game, and offering prompts throughout – thus explaining the game in a more organic way. Nevertheless the participants seemed to enjoy themselves.



Partial recording of 'I Went To The Shop' game

'After a few rounds of this, Alys switched to a different variation – 'The Rule Game'. This time, the participants could only buy one item each, but every item brought had to link to a 'rule' (which could be about the items that we buy, or the way that we say the phrase) that only the 'leader' was aware of. The leader would begin by saying the same phrase 'I went to the shop and brought a (item related to the 'rule' they have chosen), and then each participant, in turn, would repeat the phrase and add an item that they think relates to the rule. The leader could either say 'yes' or 'no' to each item, and when a participant thinks he/she know the rule, they can guess.



A partial recording of 'The Rule Game'

Then, I led a physical warm – up called 'The Bean Game' – a favourite of mine because I have fond memories of playing it myself in school. I shouted out different 'beans' (e.g. 'runner bean', 'string bean', 'jumping bean', 'broad bean', 'French bean', etc) and the participants had to perform corresponding actions (see video below). As well as the 'traditional' instructions, I allowed the participants to suggest their own 'beans', as well! One thing that I noticed as I was leading this in this activity was, again, that some of the older participants seemed to show less interest and therefore were more reluctant than the younger ones to partake fully. I think they thought it was too 'babyish' again. Furthermore, I think I got a bit carried away and let this exercise run on for a bit longer than it probably should have but I was enjoying myself and therefore didn't realise that some of the participants might have been getting bored. Fortunately, Alys and Alex came on to support by

The participant who is 'Number 1' responded with their own number, and then called out another number in the circle (or 'Big Booty' or 'Fatty Frog', had to listen carefully and concentrate so they could respond when their number is called, and then pass this on to a new number (or 'Big Beetle' or 'If somebody made a mistake (e.g. is too slow or repeats the same number), they became the new 'Fatty Frog', and everybody renumbered according to the game is to knock 'Big Beetle' off the top spot! Again, I think I struggled to explain this game clearly (it is quite complicated though); I was a bit late the start when I was allocating everyone's numbers. Furthermore, at first I was pointing at each participant whilst numbering them, forgetting that I not see my finger and therefore were not likely to know that I was talking to them. It was Debbs that prompted me to say their names too!



Video of 'Big Beetle'

My final warm – up for the morning was 'Reece's Peanut Butter Cups' – another 'call and response' style game, that takes the form of the following:

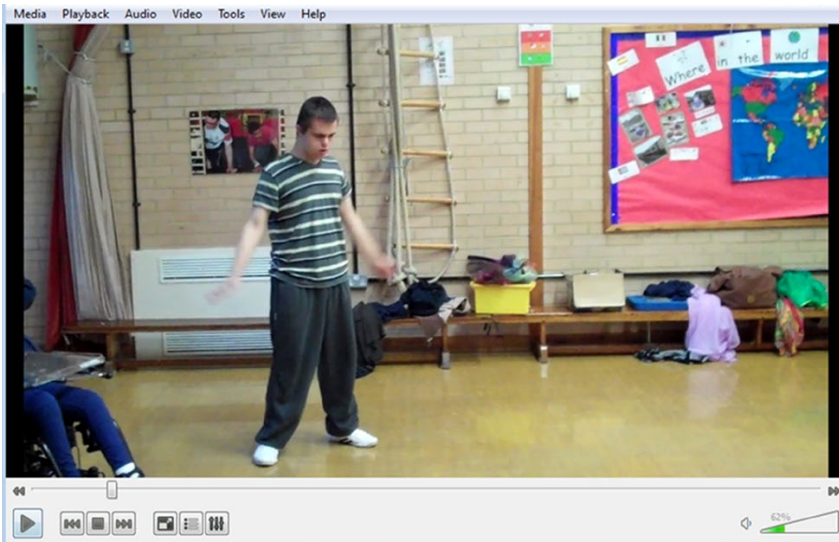
Samiya created a blog-style portfolio online and embedded video and audio files among text and photos.

Samiya, UCAN Productions:
Silver Arts Award Unit 2



This is a still from a film of Ed giving a presentation to other students about an arts event he attended. It was available as a video in his portfolio.

Ed, The Orpheus Centre:
Bronze Arts Award Part B



Sean, St Nicholas Canterbury:
Bronze Arts Award Part D

Sean from St Nicholas Canterbury filmed his arts skills share as part of the evidence for his portfolio. Sean is teaching a dance routine to teachers and students.

Evidence alert

If any of the evidence is online or a video/audio file, you need to make sure these are accessible if your centre is moderated. If the moderator can't view the evidence, the young person might not pass that section.

You also need to clearly signpost where the moderator can find the relevant evidence on the Evidence Locator Form. The moderator won't have time to watch a two hour film, so if the portfolio includes film footage of everyone from the group, you should signpost where the relevant evidence is for each young person using timecodes (eg Alex skills share: Part D Film, 12 minutes 30 seconds – 14 minutes 20 seconds) or provide/create chapters.



Young people from Anthos Arts filmed their arts skills share and uploaded it to YouTube.

Caneshia, Anthos Arts:
Silver Arts Award Unit 2 Part C

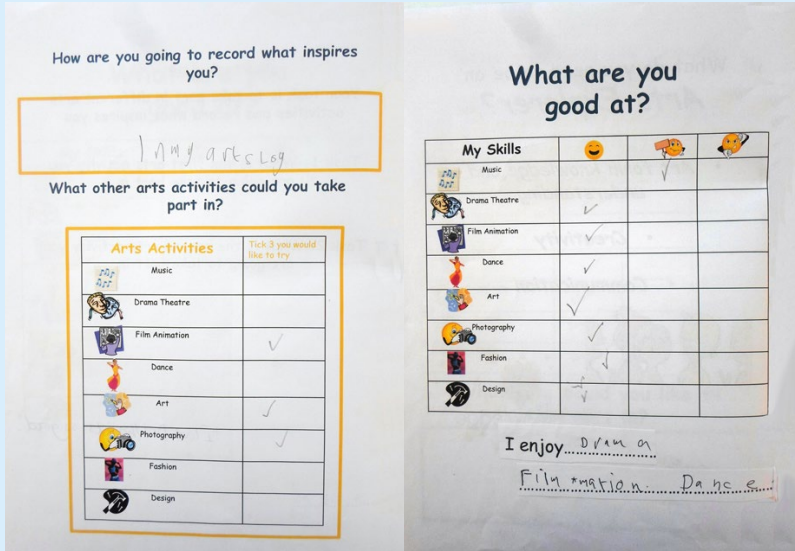


Reed, Anthos Arts:
Bronze Arts Award Part D



Charts, templates and proformas

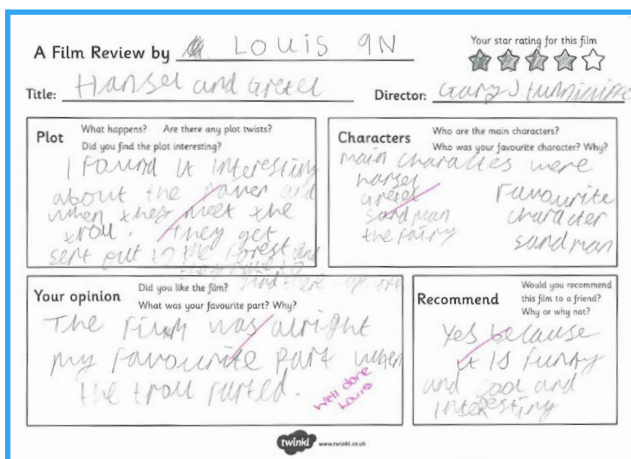
You can create charts and templates to help young people reflect on and make choices about the activities they've taken part in.



Here, Lucy's adviser created charts with symbols representing different art forms. Lucy selected which ones she thought she was good at, and which ones she'd like to do more of as a starting point for her Arts Award Explore journey.

Lucy, Bradfields Academy:
Arts Award Explore Part A

Louis used a template to help him write a review of the film he watched.



Louis, Glebe School:
Bronze Arts Award Part B

Sam, Bradfields Academy:
Arts Award Explore Part B



Sam's adviser created a template to help Sam demonstrate what he had found out about the artist Albert Irvin. Sam stuck in and wrote descriptive words to demonstrate what he'd learnt and how he felt.



Using symbols and signs

You may already use signs and symbol-based language to help young people communicate. Using these methods can be a great way to support young people who have difficulties communicating verbally to reflect, express opinions and feelings, and make choices.

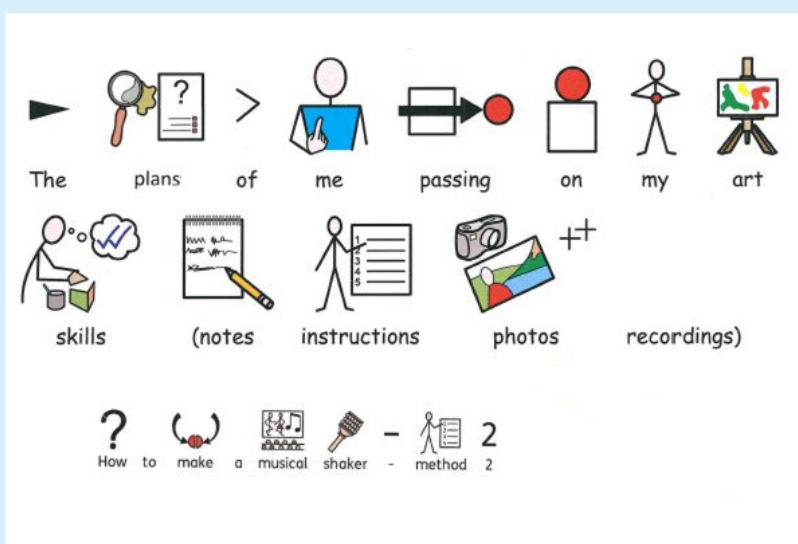
Remember to check the assessment criteria for the award you will be delivering. It provides you with details of the communication skills young people are expected to demonstrate, and will help you plan the depth and breadth of evidence to be gathered, and what level is appropriate for the young people you work with.



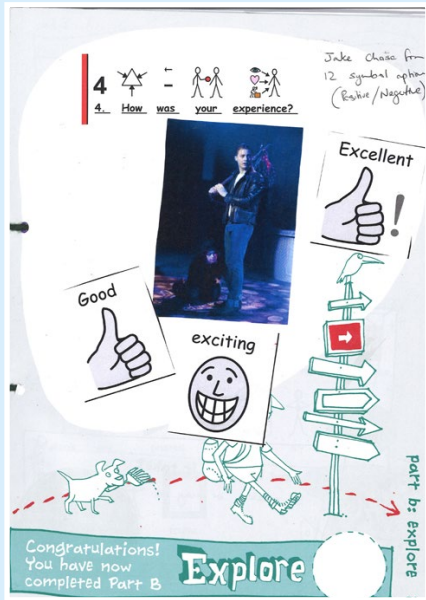
Glenn's arts log includes a photo diary of his arts activity, and symbols to show what he found inspiring about it.

Glenn, Suffolk One:
Arts Award Explore Part A

Husnain used symbols alongside words to detail the process used for his arts skills share.

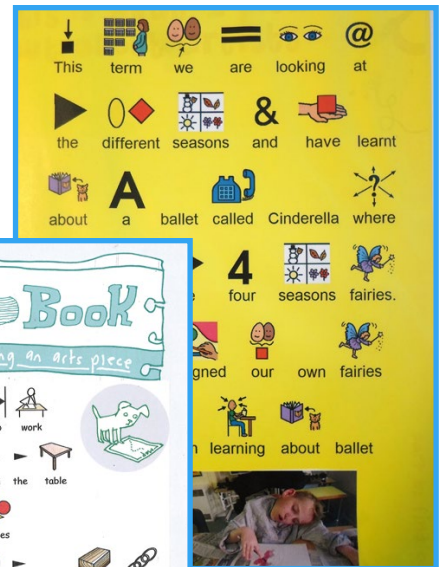


Husnain, Woodlands Secondary School:
Bronze Arts Award Part D



Jake, Suffolk One:
Arts Award Explore Part B

Jake selected these symbols to reflect on the arts event he saw, and has included an image from the performance.



Jacob, Suffolk One:
Arts Award Explore Part C



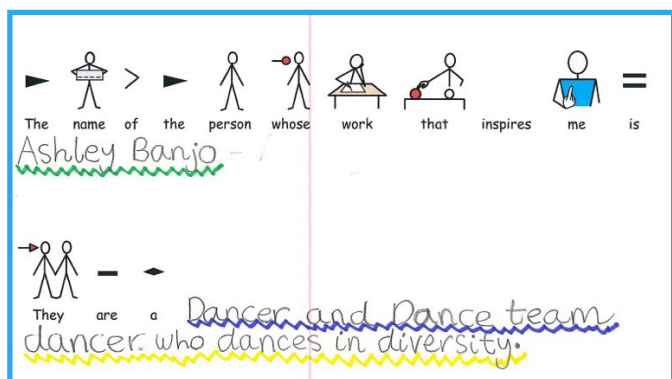
Johnny, St Nicholas Canterbury:
Bronze Arts Award Part A

Symbols can be used to explain processes and planning.

Johnny used symbols to help describe how he felt before and after performing in his school's Shakespeare Schools Festival play.

Junior used a proforma with symbols and words to explain who his arts inspiration was, what they do and why he chose them.

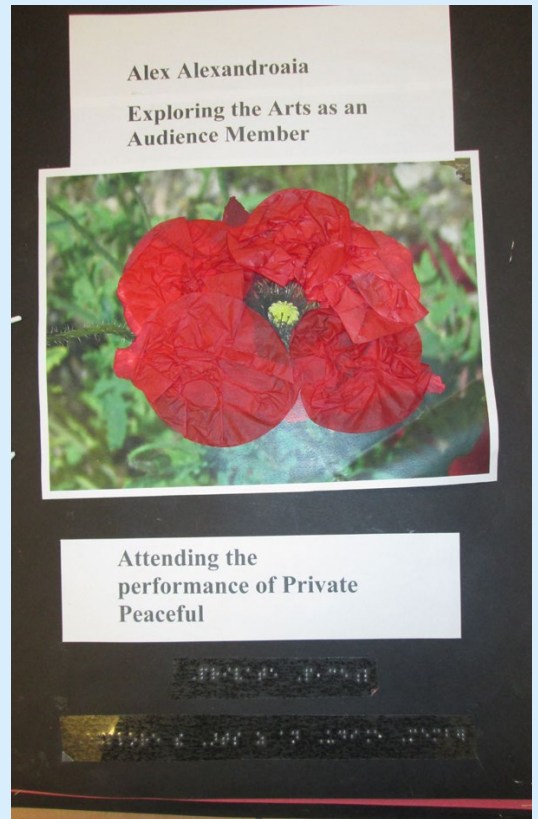
Junior, Woodlands Secondary School:
Bronze Arts Award Part C





Other languages

Alex and Neelam are both visually impaired and have used braille throughout their portfolios, with captions also printed in English.



Alex Alexandroaia
Exploring the Arts as an
Audience Member

Attending the
performance of Private
Peaceful

Alex, Priestley Smith School:
Bronze Arts Award Part B



Neelam

Neelam
I made a jeweled
slipper from a old shoe
and lots of jewels.

Neelam, Priestley Smith School:
Bronze Arts Award Part A

Evidence alert

Any symbol-based, signed, or foreign languages need to be translated and put into context as appropriate so that the moderator can understand them if the group is moderated. You need to make sure this is done prior to the moderation.



Witness statements and scribing

Scribing and witness statements can be a helpful tool if young people are not easily able to record their responses themselves. You may have noticed that some of the examples we have shown already include scribing and witness statements.

You should be clear about what a young person's response is before recording it

for them: there is a big difference between scribing something they have said or done, and second-guessing their response. If young people communicate non-verbally, eg through gestures or facial expressions, you can use your knowledge of the young person to explain in the portfolio what these mean.

MR BIT
<http://www.youtube.com/watch?v=c8RgC4d8t8g>
 Click to follow link

The very first episode of Mr Bit.

I created the character based upon an idea I had about a cleaner that always misses 'a bit' with comedy hilarity.

MR BIT is a male cleaner that isn't very good at his job.

Corey worked very well on creating the idea of MR BIT the series, he was able to develop a script and recruit Benji to take part as another cast member. Well Done Corey
 Alan Finn - Teacher

Corey's adviser annotated this slide from his PowerPoint portfolio, adding a witness statement and feedback for Corey about the description of his arts activity.

Corey, Cedars College:
Bronze Arts Award Part A

Post-it notes are a great way for people to give feedback quickly.

22.06.12
 We have just rehearsed with Richard, Bing and Paul, who are the musicians for the concert. I think the rehearsal went really well, it has made me more relaxed about what is going to happen. I ran through my song and I think, where I used to feel tense and anxious, I now feel confident in performing.

This is me having a run-through of my song before the show.

Trevereux Feedback

*I thought it was beautiful, the performers were remarkable
 Amy Sweeting*

*The singers were wonderful, I was so proud of them, and they sang some of my favorite songs!
 Sarah Coates*

*Kim was very professional throughout the show and sang beautifully, she pulled the team together
 Patti*

*Kim sang really well, she was confident and smiling and was a great asset to the group.
 Rachel*

Kim, The Orpheus Centre:
Bronze Arts Award Part A

Here, the adviser has helped by typing up Christopher's reflections on how his presentation went.

HOW MY ELVIS PRESENTATION WENT

On the 23rd March I did my Elvis presentation, it went ok, I got to the barn early, I was excited, I used a microphone so that everyone could hear me, I had to remember that Elvis has died. I think everyone enjoyed my presentation. I think I could have made it better by speaking a bit more clearly.

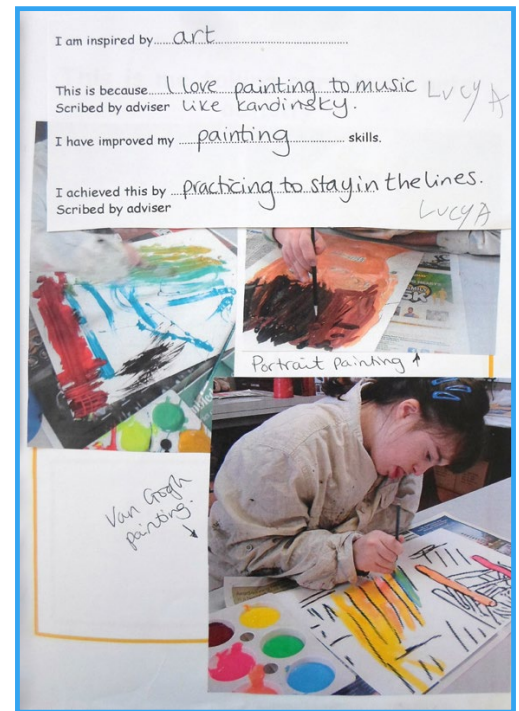
Christopher, The Orpheus Centre:
Bronze Arts Award Part C

Evidence alert

Always make it clear in the portfolio/arts log that you have scribed on the young person's behalf. This can be as simple as writing 'Scribed by adviser' or adding your signature. You'll see several examples where advisers have done this throughout this resource.

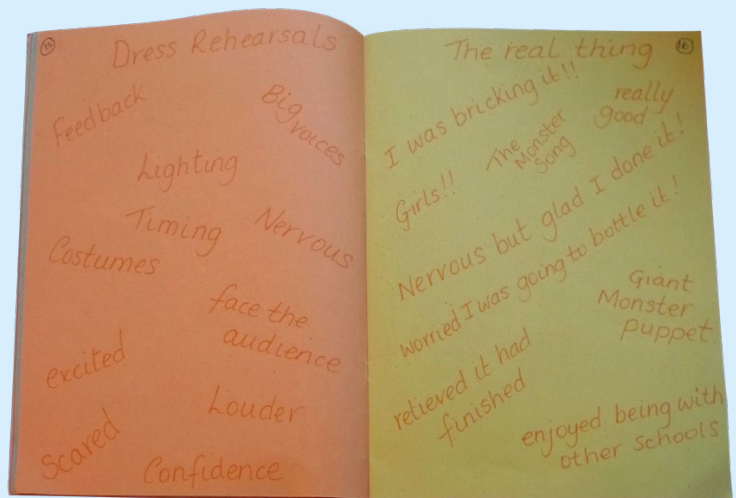
Remember, feedback statements and transcriptions should not be generic but should be individual and personal to each young person's portfolio.

Lucy's adviser went through some prompt questions with her, and then scribed Lucy's answers.

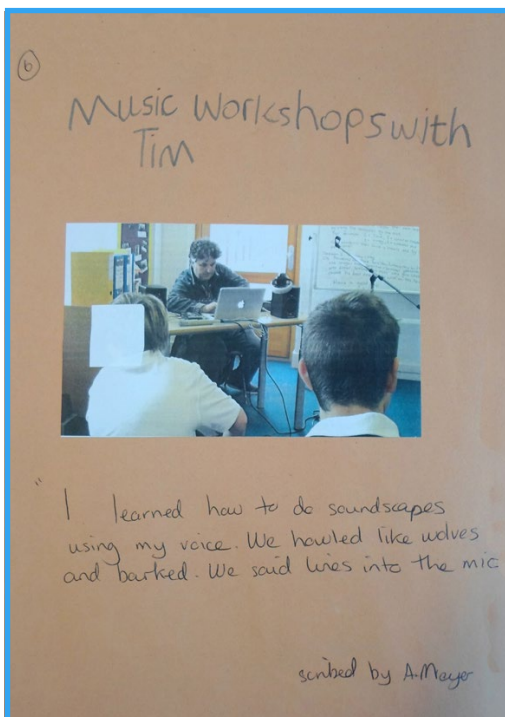


Lucy, Bradfields Academy:
Arts Award Explore Part A

Johnny's adviser wrote down the key words Johnny chose for how he felt during the dress rehearsals for his performance, and the real thing.



Johnny, St Nicholas Canterbury:
Bronze Arts Award Part A



St Nicholas Canterbury:
Bronze Arts Award Part A

Evidence alert

Scribing responses and feedback, annotating photos, and writing descriptive statements can take time, particularly if young people need a lot of individual support. You'll need to plan your Arts Award sessions to make sure you have enough time to support the young people.

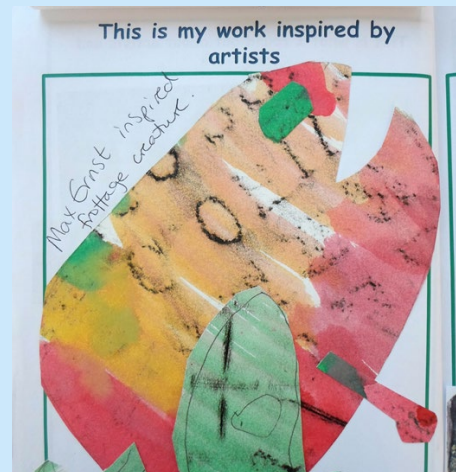


Creative responses

The flexibility around evidence formats means young people can be creative and document what they've found out about artists, arts organisations and events through their own artwork or creative responses.

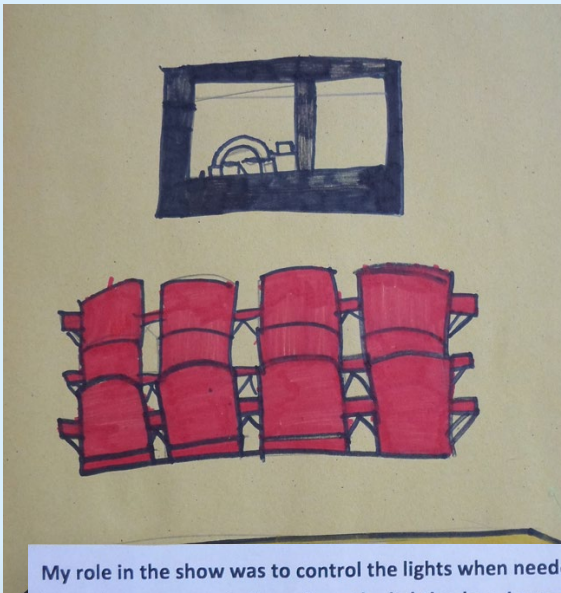
Remember to include annotations if necessary so there's a context for how and why the work was created.

To help demonstrate what he had found out about artists, Sam created an artwork in the style of Max Ernst, using techniques inspired by the artist.



Sam, Bradfields Academy: Arts Award Explore Part B

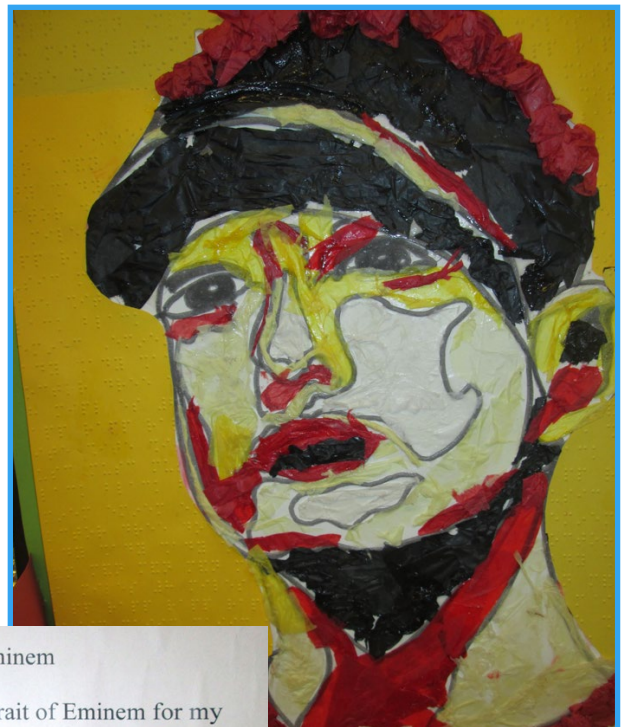
This young person drew a picture of himself operating the lights for his Shakespeare Schools Festival Production.



My role in the show was to control the lights when needed. I learnt how to operate them from the lighting box. I suggested the colours for the different scenes. (scribed by A.M)

St Nicholas School: Bronze Arts Award Part D

Alex created a tactile portrait of his arts inspiration, Eminem, as part of the evidence for this award. He also researched Eminem's career and work.

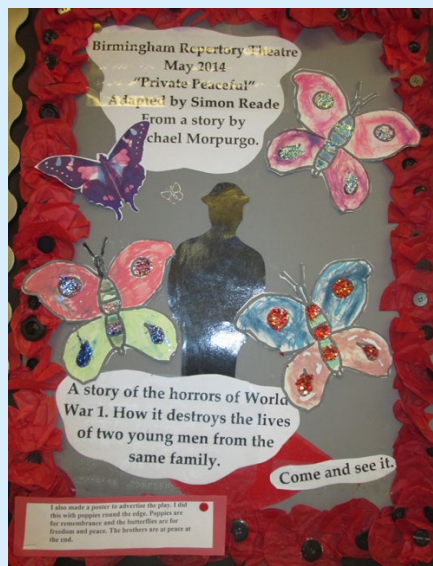


Portrait of Eminem

I made a portrait of Eminem for my project. I used Minolta and tissue paper. Minolta is tactile and helped me to feel the shape of his face.

Alex, Priestley Smith School: Bronze Arts Award Part C

Alex, Neelam and Rachel created posters and artworks inspired by their trip to see Private Peaceful, as part of the evidence for their award. Some of the text is also overlaid in braille, and they used tactile materials to create their pieces.



Neelam, Priestley Smith School:
Bronze Arts Award Part B

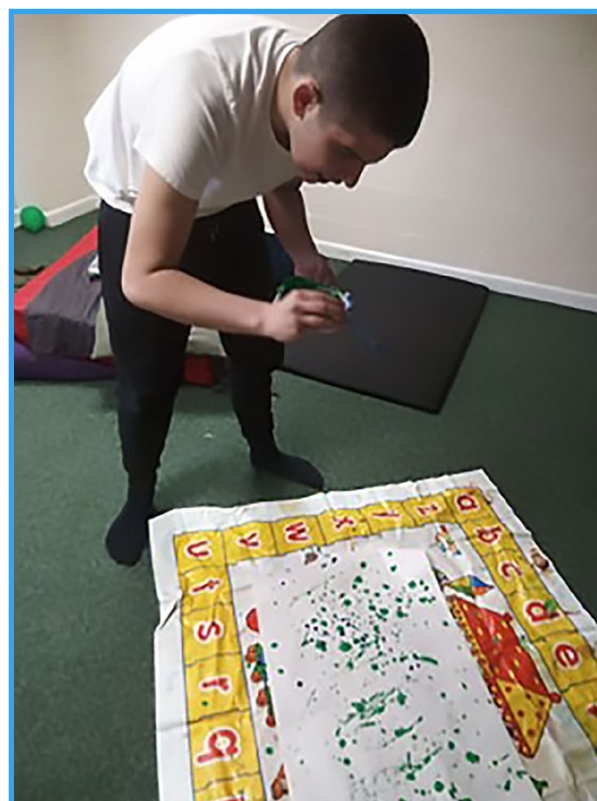


Rachel, Priestley Smith School:
Bronze Arts Award Part B

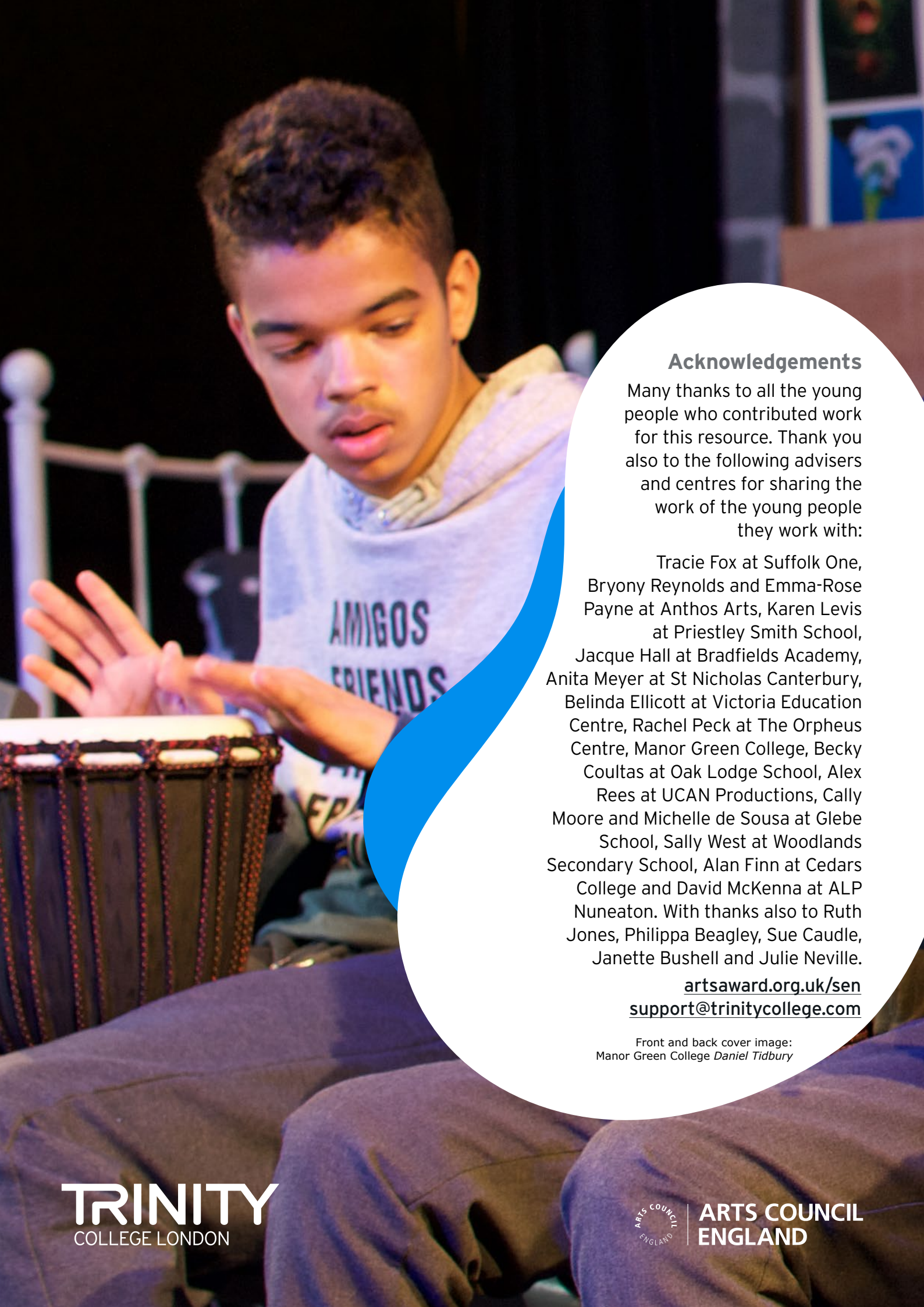
Antzelo is creating a piece of artwork inspired by what he found out about Jackson Pollock.



Antzelo, ALP Nuneaton:
Arts Award Discover Part B



Antzelo, ALP Nuneaton:
Arts Award Discover Part B



Acknowledgements

Many thanks to all the young people who contributed work for this resource. Thank you also to the following advisers and centres for sharing the work of the young people they work with:

Tracie Fox at Suffolk One, Bryony Reynolds and Emma-Rose Payne at Anthos Arts, Karen Levis at Priestley Smith School, Jacque Hall at Bradfields Academy, Anita Meyer at St Nicholas Canterbury, Belinda Ellicott at Victoria Education Centre, Rachel Peck at The Orpheus Centre, Manor Green College, Becky Coultas at Oak Lodge School, Alex Rees at UCAN Productions, Cally Moore and Michelle de Sousa at Glebe School, Sally West at Woodlands Secondary School, Alan Finn at Cedars College and David McKenna at ALP Nuneaton. With thanks also to Ruth Jones, Philippa Beagley, Sue Caudle, Janette Bushell and Julie Neville.

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Manor Green College *Daniel Tidbury*