



Photo: St Joseph's College

## Bronze

Part A: Explore the arts as a participant	Develop interests, knowledge and skills through active participation in any art form.
Part B: Explore the arts an audience member	Experience at least one arts event as an audience member.
Part C: Arts Inspiration	Research into the work of an artist/craftsperson that inspires them.
Part D: Arts Skill Share	Passing on arts skills to others.

Bronze Arts Award is a Level 1 qualification on the Regulated Qualifications Framework (RQF) Total Qualification Time: 60 hours (40 guided + 20 independent learning hours) - remember this is only a guide and young people may complete their Bronze Arts Award in more or less time.

Bronze Arts Award is designed for ages 11-14 but is open to anyone aged 11-25.

At Bronze level, young people explore the arts as a participant in arts activities, as well as experiencing the arts as audience members. They create personal arts portfolios

in the format of their choice to record their experiences, including researching an artist/craftsperson who inspires them and sharing their arts skills with others.

It is likely that some of the existing arts provision in your organisation can be adapted to fit the Arts Award framework. Before planning your delivery approach, it's useful to identify what arts activities are already on offer in your setting and incorporate them into your plan for delivering Arts Award. Consider Arts Award's fit with workshops, one-off projects, youth/school councils, partnerships, work experience and volunteer work. You could also think about how Bronze could link to school productions, curriculum work or enrichment activities.

If you are thinking of delivering Bronze as part of your Arts Week you could use our [Five Day Bronze](#) to help your planning.

We also have resources to support with linking Bronze to [Music](#), [Art and Design](#), and [English and Drama](#).

On our Resource Library you can find free downloadable [Bronze Portfolio Building Templates](#).

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## Ideas for Bronze

### Part A: explore the arts as a participant

- ▶ integrated delivery: students working towards their Silver Arts Award can run arts activities for younger students, who evidence their participation for Part A of the Bronze Award.
- ▶ collaborative/carousel delivery: a range of activities could be offered for students to opt for, or groups/classes could rotate on a carousel model, enabling all students to experience different arts activities.
- ▶ cross-curricular delivery: arts activities can link with other disciplines to give students a more varied experience through project-based learning.

### Part B: explore the arts as an audience member

- ▶ Oral review: students respond to a series of open questions in small discussion groups which are filmed/recorded/photographed.
- ▶ visual or sensory review: students could produce a visual or sensory representation of their arts experience and their response to it e.g. a seating plan of a theatre to show where they were sitting and what they could see/feel or a floor plan of a gallery showing the sequence and effect of the exhibition.
- ▶ engaging with the views of others: encourage students to respond to opinions and reflections expressed in each other's reviews through oral discussion, written comments or an online response (e.g. comments on a blog post) — ensure that there is evidence of this sharing for portfolios.

Please note reviews should focus on the creative impact of the arts experience

### Part C: arts inspiration

- ▶ Introducing artists/arts practitioners/craftspeople: students choose an artist/arts practitioner/craftsperson and write their name on a sticky note that is then stuck on another student's back. The second student needs to ask questions about the person's career, art form, public profile, etc. to find out who they are. This can help students think of a structure for their summary and to identify any additional areas they need to research.

- ▶ presenting information creatively: students could present their research findings and personal reflections in a creative format that might relate to their chosen person's art form, for example:
  - ▶ film: a piece to camera or short film
  - ▶ drama: a chat show with their chosen artist/arts practitioner as a guest, based on research finding
  - ▶ visual: a poster, a timeline on a washing-line or musical scale
  - ▶ textile: T-shirt design or patchwork quilt
  - ▶ 3D: sculpture, installation or a 'life in a shoebox'

### Part D: arts skills share

- ▶ skills exchange: a skill-sharing event could encourage students working in different art forms to exchange skills in small groups or one-to-one.
- ▶ passing on skills to younger children: students could pass on skills to younger year groups during assemblies, tutor time or after-school clubs.
- ▶ working with feeder primaries: skill-sharing with primary school children can be incorporated into transition programmes.

# Arts Award Bronze Activity Mapping

This Bronze Award mapping template can help you plot your centre's existing arts activity against the Bronze Arts Award framework.

Please note: the following mapping resource is a planning tool only and is not a substitute for the adviser toolkit as it does not contain all the information needed to successfully deliver Bronze Arts Award.

Part of Bronze Award	Part A: Explore the arts as a participant	Part B: Explore the arts as an audience member	Part C: Arts inspiration	Part D: Arts skills share
Evidence required	<ul style="list-style-type: none"> <li>▶ a description of their arts activity</li> <li>▶ evidence of participating in their arts activity</li> <li>▶ a summary of what they learnt and how</li> <li>▶ their skills, interest, knowledge and skills have developed</li> </ul>	<ul style="list-style-type: none"> <li>▶ experience of at least one arts event</li> <li>▶ personal reflection on the event and its creative impact</li> <li>▶ communicating personal reflection/sharing with one or more people</li> </ul>	<ul style="list-style-type: none"> <li>▶ evidence of their research</li> <li>▶ a summary, in any format that others can understand, of what they have found out, why the person was chosen and what they have learnt about their arts career, life and work</li> </ul>	<ul style="list-style-type: none"> <li>▶ an explanation of their activity why they chose it, and the plans they've made</li> <li>▶ evidence of the activity and how well they passed on their skills to others</li> <li>▶ reflection on how well they passed on their skills</li> </ul>
Existing/ planned arts activities				
Adaptations needed				
Delivery timescale (eg one lesson)				
Staffing/ resources/ space/funding				
Action				