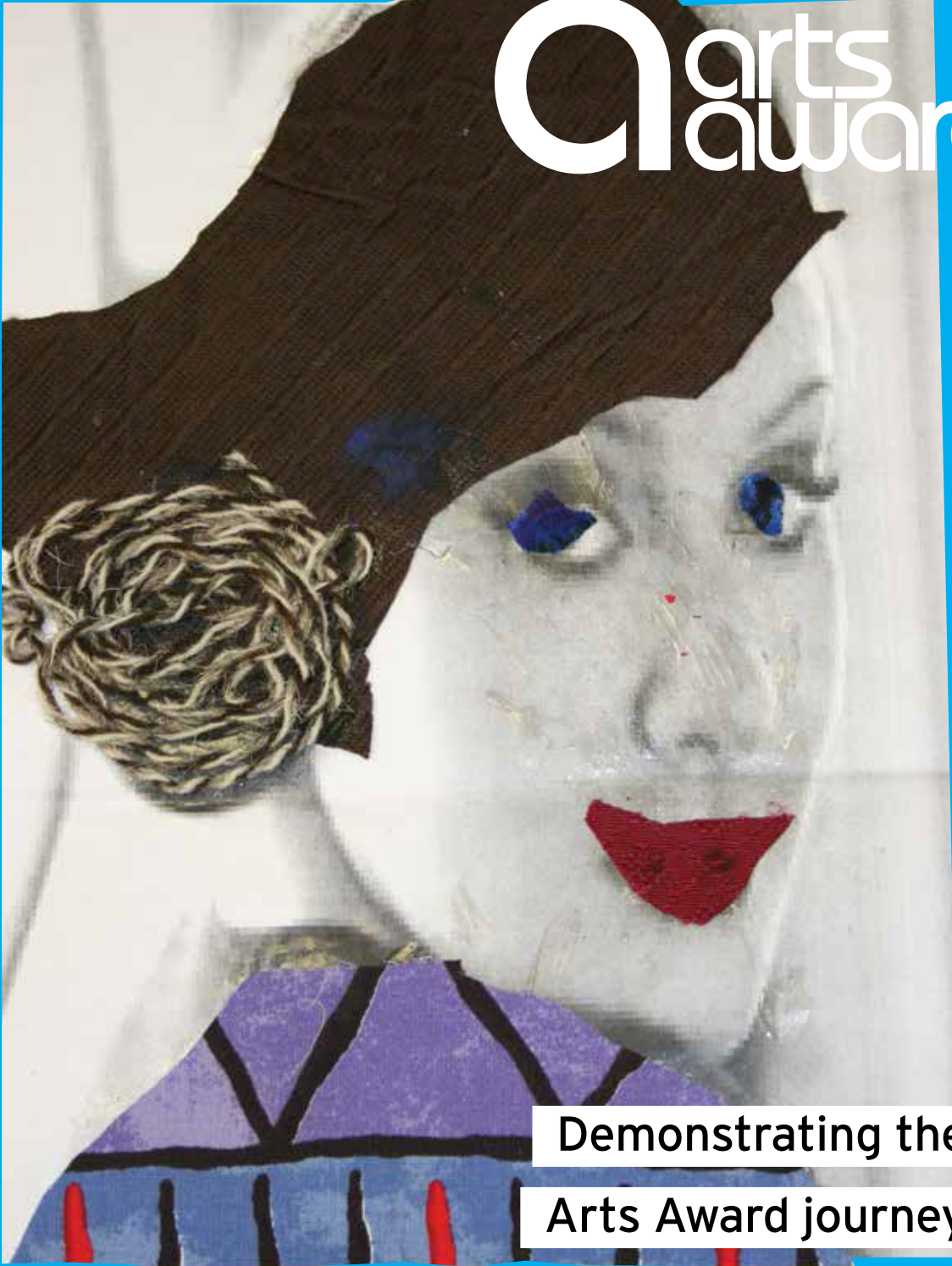


Evidencing achievement

arts
award



Martha, Greenfields School and Sports College: Bronze Arts Award Part C

Demonstrating the
Arts Award journey

TRINITY
COLLEGE LONDON



ARTS COUNCIL
ENGLAND

One of the exciting things about Arts Award is that young people can create an arts log or portfolio to demonstrate what they've learnt in any format – including 2D, 3D, digital, written, visual, and audio (or a mixture of all of the above!). The important thing is that their arts log or portfolio clearly shows evidence of their achievements and progress as specified in the adviser toolkit.

Experience shows that the more involved young people are in designing and creating their arts logs and portfolios, the more ownership they feel over them. This results in portfolios they are proud of and take great care and effort over.

Evidencing progress works best when it is integrated into creative activities – this might involve building on and experimenting with arts skills in the recording and display of work.

This resource has been produced using examples to inspire you and get your ideas flowing. It also includes some top tips for supporting young people to create arts logs and portfolios.

Feel free to borrow from these examples and tips. Remember that as long as portfolios demonstrate the required evidence and assessment criteria (as specified in the adviser toolkit), then anything can work!

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- 3 Top tips for creating portfolios
- 3 Tools and resources
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Mia, Craft Revolution: Arts Award Explore log

Top tips for creating portfolios

▶ Before starting your Arts Award project, think about ways you can support young people to evidence their work. With some forward planning, you can explore and source resources and equipment and outline options available for creating arts logs and portfolios at the start of the project. Where possible, let young people decide which format they would prefer to use... they may well come up with creative ideas that haven't occurred to you!

▶ Ask young people to create a contents page or summary for their arts log or portfolio and ensure sections that are relevant to the award level they are working towards are clearly labelled. This will help you to complete the assessment report form and will also help the moderator to validate your assessment.

▶ Encourage young people to use and develop their creative skills when evidencing what they've learnt.

▶ Make sure you build in time to work on portfolios during delivery time... even relatively small chunks of time add up and mean it's not all left to the end!

▶ Even if the young people you work with are gathering evidence using a generic template, allow them the opportunity to adapt, personalise and re-display it if they'd like to.

▶ Don't feel you necessarily need to be the expert. For example, a young person may be much more equipped to set up a blog than you are, or able to use an app to edit a short film in a fraction of the time that it would take you!

Tools and resources

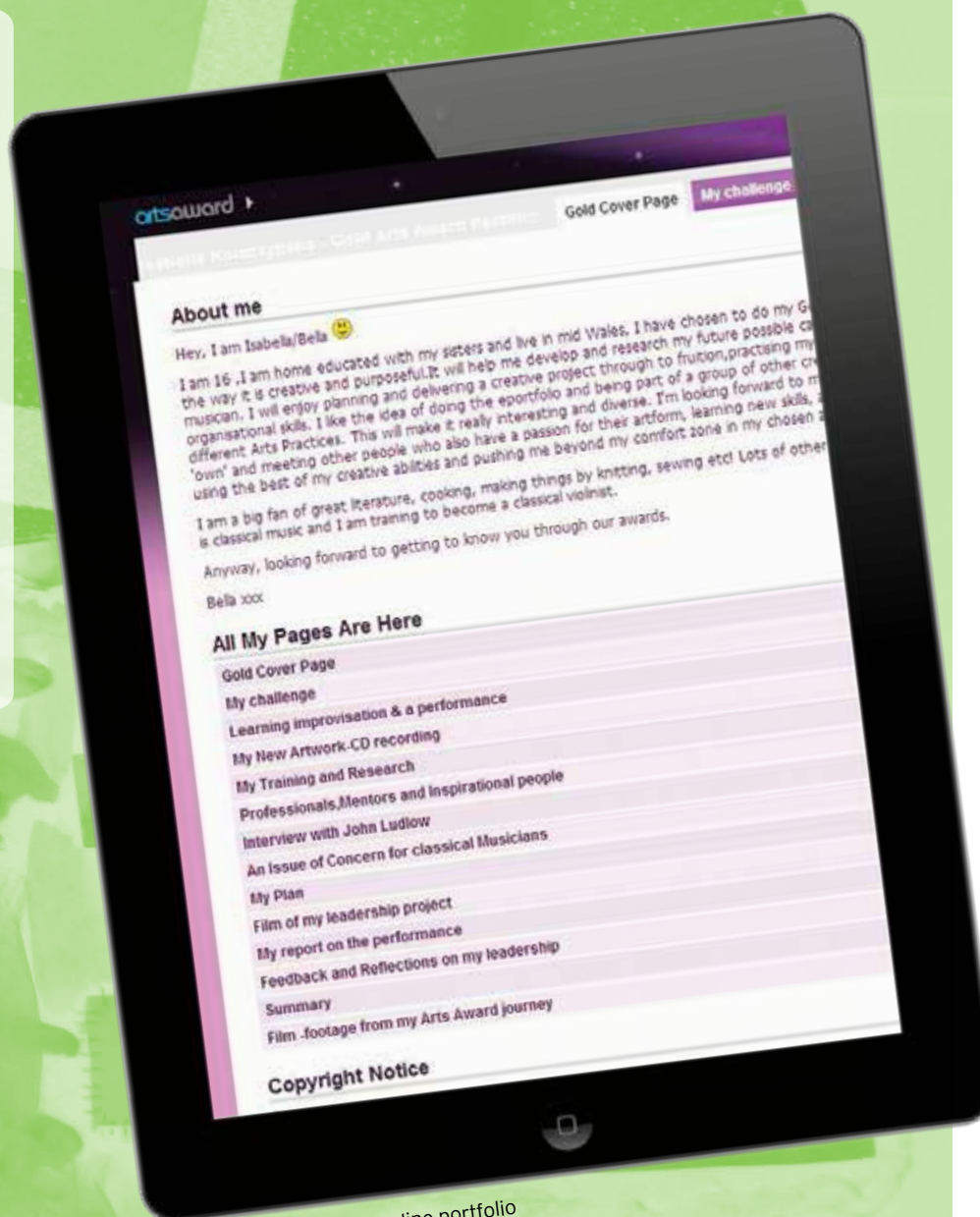
▶ Check out the 'Building portfolios' section on the Arts Award website. You'll find print templates that can support young people to evidence their learning as well as examples of digital portfolios.

Hard copy Discover, Explore and

▶ Bronze arts logs are available from artsaward.org.uk/shop

Think about how young people

▶ could use artsawardvoice.com and other platforms to share their work, find out about opportunities and get feedback from others.



Bella: Gold Arts Award online portfolio

Evidencing arts practice

Children and young people can take part in any arts activities, for example: art, fashion, crafts, photography, literature.

Oliver, North Herts Museum Service: Arts Award Explore Part C

Tree Love

I was blowing in the little breeze
Like all the other trees would
Then I heard a noise
Then one of my leaves fell off
Then the noise happened again
I went to investigate.
Well, I am a tree so I couldn't move
But I got a glimpse of what was happening
It was a Russian Cossack dance
And that was that
Then I saw a little yellow flower growing
I felt like a lucky tree.

Young people can record the work they create in any format, including photos, paintings, text or pieces of craft. For the Discover, Explore and Bronze levels, log books tailored to different ages/stages are available to purchase from artsaward.org.uk/shop. These can be used to support young people to record their journey.

Millie, Wesley College: Bronze Arts Award Shakespeare Challenge Part A



Me as Ariel
June 2012



Himanish, Ashton House: Arts Award Explore Part C

It's great to include evidence of what's inspired young people's work – whether the inspiration is arts related or not. For example, Oliver was inspired by the shape of a snake which he used to design a bookmark for Arts Award Explore.



Francesca, North Herts Museum Service: Arts Award Explore Part C

Evidencing arts practice

Irish, Moving Together: Silver Arts Award Unit 1 Part D

Sorry no photo from this event. Photographer wasn't in...



February 2 2013

What did you do? ~ Sculpture; since we didn't have any teachers available in the ceramics industry we had a chance to do sculpting (none of the other groups have this chance) we made an easy sculpture by "capturing the human body" using mud rocks to mould our hands and poured a mixture to create a 3D figure.

What did you learn? ~ I learned a lot from sculpture because I've never done it before. I learned that we have to put Vaseline in our hands so that when the mud rock is dry we can easily slip away; also we only need three layers of the mud rock so that it's not too thick and waste materials and so we can't struggle when we try to get out. I learned the routines in the mixture and how you need warm water to react the elements and that you need to sprinkle it on so that it's evenly mixed.

What went well? ~ I was the first volunteer to mould my hands. at first I was nervous but watching it up close helped me in my own collection of sculptures. Me and my friend Amira made this very difficult hand position - when our hands are through in each others fingers and that turned out very well. And when the mixture is finished, none of our sculptures are broken and the positive shape is almost photographic like.

We also faced a very challenging moment when we had our hands stuck together and about getting our hands out because we had it

Young people can use images and commentary to show their progress as artists and the development of new arts skills. Evidence can focus on the creative process as well as the end result.



I made this village using clay and plasticine. I learnt alot about the technique of using clay

I aimed for bright nappy colors in the painting.



The first workshop I took part in was under the top of Fine Art as that is the subject we had to begin with. The workshop involves working with a different technique every week that linked with what ever we learnt the week before e.g. on one of the weeks we did some paintings using only 3 different colours, focusing on the darker and lighter areas of the face while painting and the next week we did exactly the same thing using coloured paper and using the tearing and sticking technique.

So far I have met and Wayne who has been teaching us, they have helped me with information about the course and working through it. Wayne also helped with the information we have been given every week. I found it interesting when Wayne told us about using clay and memorising the face and trying to draw it with your hand.

Fatima, Moving Together: Silver Arts Award Unit 1 Part D

Cameron, Orleans House Gallery: Bronze Arts Award Part A



Panel skirt and bra/ crop top



I photocopied the lips again to draw out ideas in the clothes.

the bands and pattern to the skirt.



Another pair of earrings I made in material.



I wanted old



Making the bra top.



The bra I put into the bra top.

Urban Ethnicity

Clothes made by Omena Osivwemu

My aim: to create fashionable pieces I can wear every day, out of African (Ankara) material, or with African influences. Some I have sewn by hand, others using my machine.

Photo stories, comic strips and timelines can work well to show step by step progression and bring creative journeys to life.

Sally, Exeter Phoenix: Silver Arts Award Unit 1 Part B

Art Challenge: Cutting out pattern pieces



To make the corset, I had to make 7 separate pieces out of my fabric. One main center front panel, a right side front, and left side front panel, a right and left side back panel and two back panel pieces. I had to create the paper pattern, add seam allowance, and cut them out of kanlika, then cut them out of my finished printed fabric.

66

Art Challenge: interfacing



To Reinforce the fabric I had to iron on interfacing to the lining fabric. I later boned the seams, to stiffen and reinforce the corset even more.



Reviewing and sharing

Whatever Arts Award level young people take part in, they are encouraged to experience the arts as an audience member. Arts events might be live or online, they may take place at their Arts Award centre, at a professional arts venue or at a festival or carnival.

Reviews can be presented using images and annotations, as long as they show the young person's personal reflection on the event's creative impact. Think about creative ways that young people can review what they experienced and express their opinions.



I like this because
It's like a detective or
london cloths in the
olden times

Eadweard Muybridge
was one of the first
Victorian photographers
to use stop motion to
capture
movement.

KINGSTON MUSEUM

I felt very privileged to see one of Muybridge's rare albums. It inspired me to make a stop motion movie with my friends.

Reviews could also take the form of a creative response to an arts experience. For example, Malcolm created a stop frame animation based on what he saw on his visit to the Kingston Museum.

Dear London Transport Museum
 I really enjoyed visiting you. I have always liked trains and buses so seeing all the old and vintage trains and buses was amazing. I loved all the shapes and colours. My favourite was a green bus as it was quirky and fun. I must thank you for the opportunity of a visit that was very inspiring.



I felt inspired by the posters, the old buses and the trains.



Thomas

The Quartet played Pink Panther

Harry Potter Jungle Book

Jaws James Bond Mission Impossible

My favourite music was

Pink Panther

I felt excited

The concert was Fantastic

Cameron, Orleans House Gallery: Bronze Arts Award Part B

Advisers can also support young people's communication of their responses using templates and symbol based systems.

Stevenage Music Service: Bronze Arts Award Part B portfolio template

Reviewing and sharing

Pulling The Threads exhibition.

Top tip:

Encourage young people to experience arts events they wouldn't usually see. Use the Arts Award Supporter map to find out about organisations near you who have an offer for young people doing Arts Award

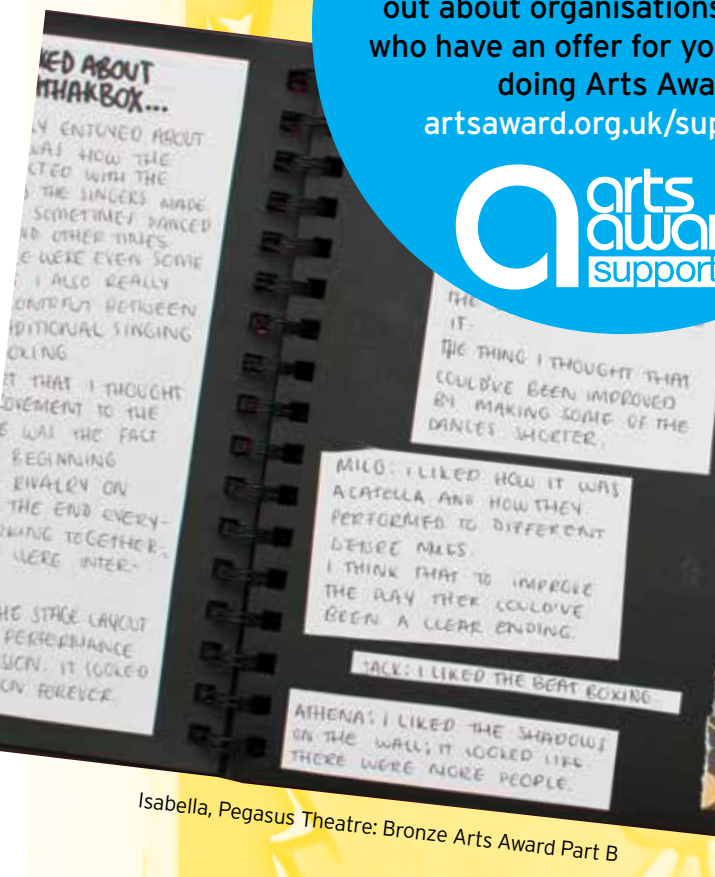
artsaward.org.uk/supporter



This is me going through my review 'a way out' with Chelsea

Shauntea, Gorse Hill Studios: Bronze Arts Award Part B

Remember that young people need to evidence how they share their reviews. Shauntea evidenced how she shared hers with a peer and Isabella collected other people's opinions on the event she attended to compare to her own.



Isabella, Pegasus Theatre: Bronze Arts Award Part B

Researching the arts world

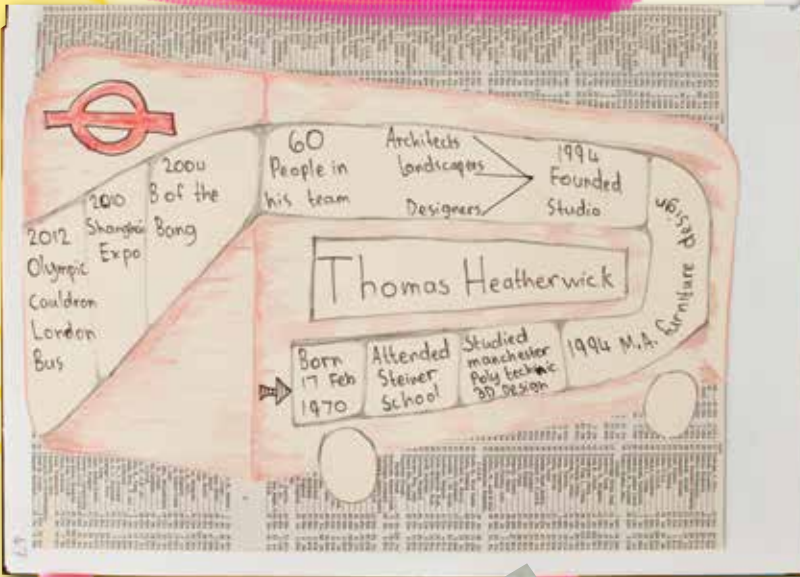
Young people record their research into artists and arts organisations, and reflect on what inspires them. Advisers can signpost or provide opportunities for young people to learn about artists and career pathways in the arts.

At Silver and Gold levels, young people will consider what pathways artists can take on their route into a career in the arts. They can research this by interviewing artists, participating in training or workshops, visiting colleges and universities, and speaking to arts organisations. Advisers can also support young people to access volunteering or work shadowing opportunities.

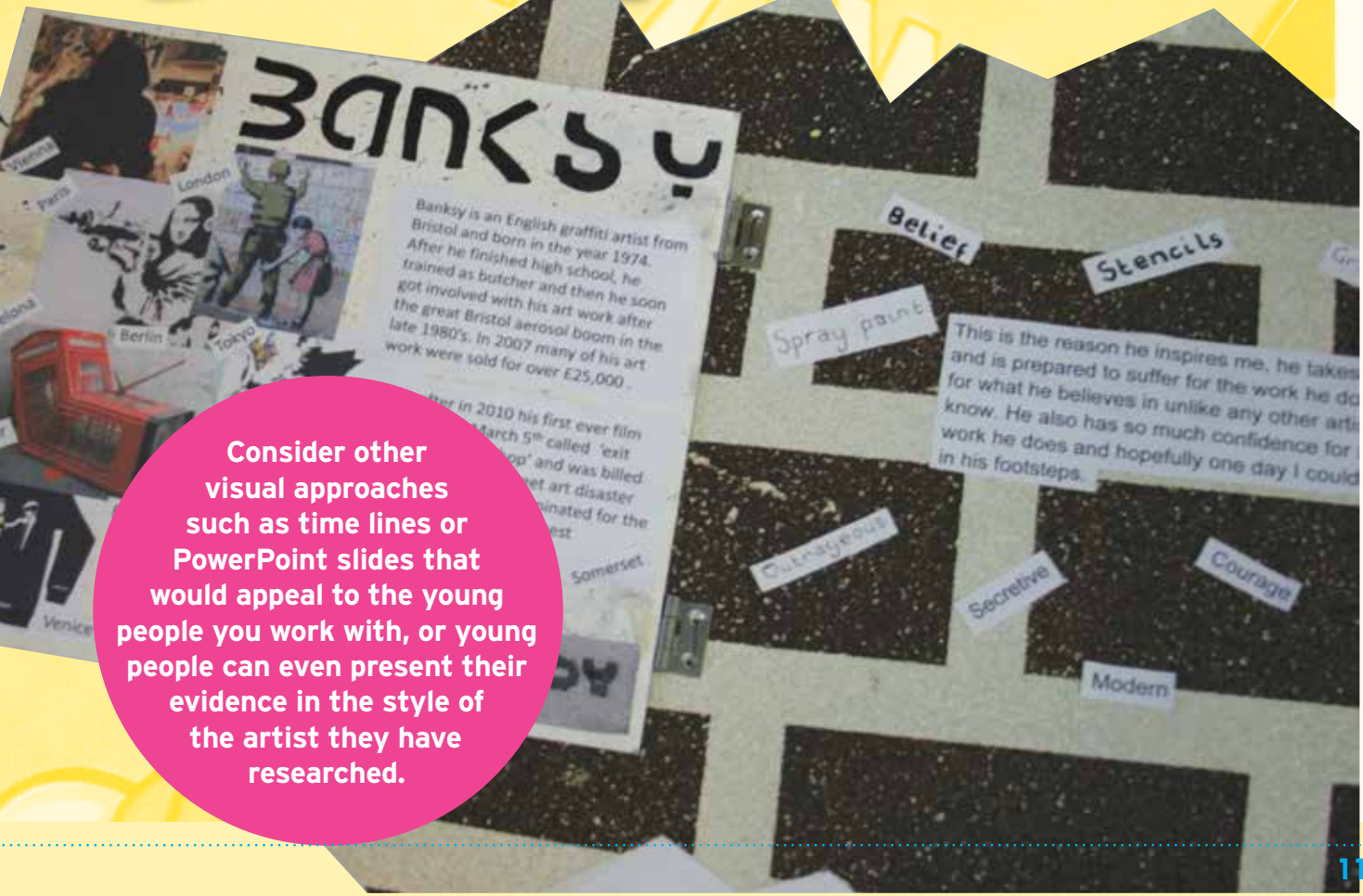


Think about creative ways of presenting research. Martha researched her favourite artist, Adele, and created a visual representation of her as part of her evidence.

Cameron, Orleans House Gallery: Bronze Arts Award Part C



Martha, Greenfields School and Sports College: Bronze Arts Award Part C

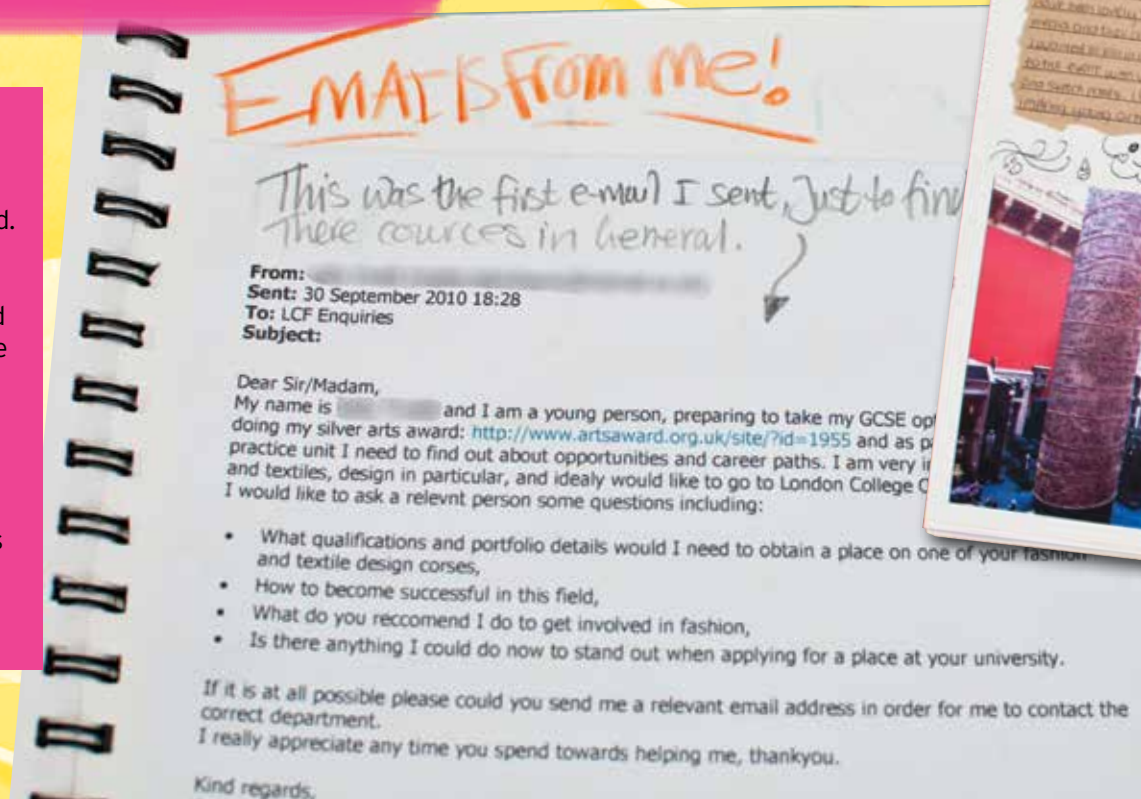


Consider other visual approaches such as time lines or PowerPoint slides that would appeal to the young people you work with, or young people can even present their evidence in the style of the artist they have researched.

Amelia, Penketh High School: Bronze Arts Award Part C

Researching the arts world

Think about the different ways young people might approach research. Online research is just one method. Why not combine a visit to an arts event with an opportunity to meet or find out about the artists whose work young people have seen? Young people can contact arts organisations such as theatres and galleries directly or visit an artist or arts organisation's website, blog or twitter profile to make contact or pose questions.



Sally, Exeter Phoenix: Silver Arts Award Unit 1 Part D

My Interview with Kenneth

1. "What is your favourite Shakespearean text, why?"
"Hamlet - "It sums up the process of living" - John Gielgud."
2. "What Shakespearean character have you most enjoyed acting, why?"
"Hamlet - as above, as an actor, you never fathom its mystery, but its great fun trying."
3. "When did you first know you wanted to become a professional actor?"
"16 in a school play, fulfilled and happy."
4. "You are my arts hero, but who has inspired you, why?"
"My artistic heroes are anyone with the gift of talent and the ability to share it."
5. "Do you prefer acting for films or for the theatre, why?"
"I have no preference. It's all difficult, it's all fun, and it's all a privilege."
6. "How do you balance your social life with your career?"
"Life balances itself, sometimes with quite violent adjustments, so good to hang"
7. "Why do you think Shakespeare is still performed today?"
"Shakespeare can still hold an audiences attention. That's a simple test of longevity"
8. "As you played Mr A. O. Neville in the Australia's Rabbit-Proof Fence, one of my... like
Australia, and learning about our Indigenous history?"
"I fell in love with Australia 30 years ago filming Boy In The Bush. I stayed in love, and I was proud to be a small part of Rabbit
Proof Fence, an honest attempt to talk, and feel intelligently about important things. Typically Australian."

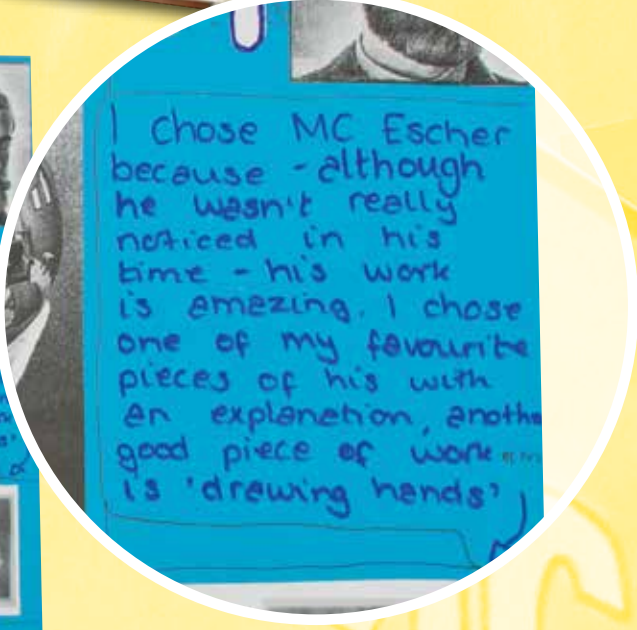
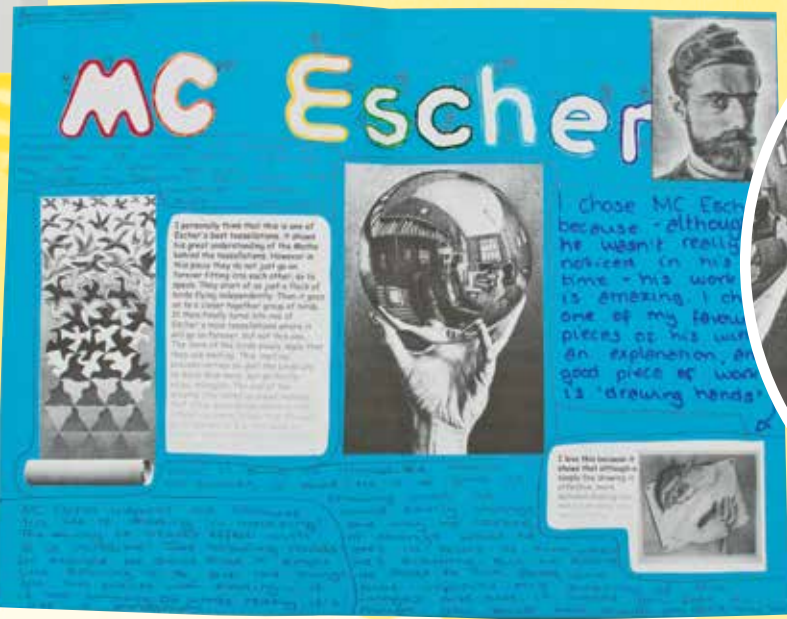
Top tip:

Encourage young people to include personal reflection on how they have been inspired by what they have found out or learnt from their research

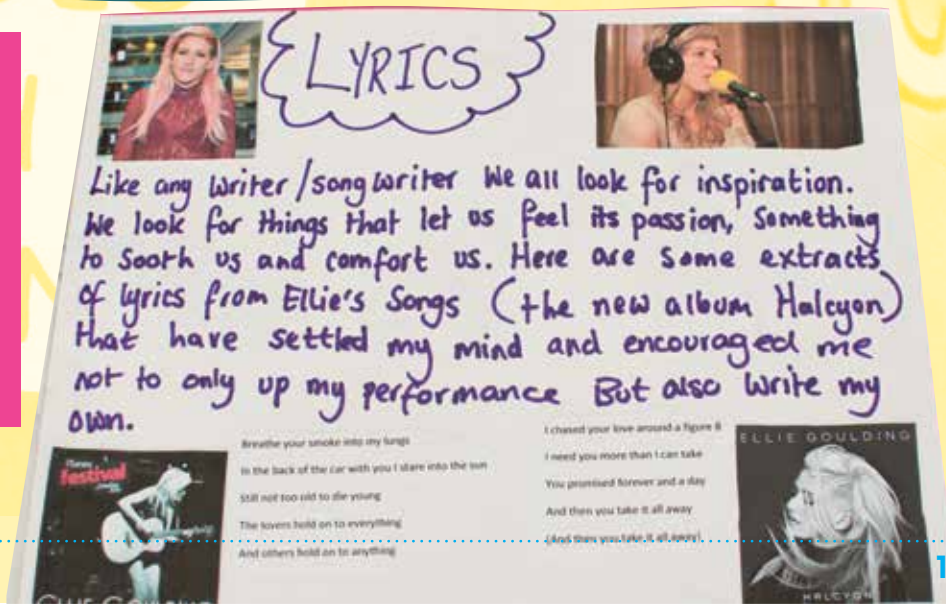


Young people should record everything they have found out in their portfolio.

Irish, Moving Together: Silver Arts Award Unit 1 Part C



Young people should research and present what they have found out about artists that interest them. For Part C of their Bronze Awards, Anna and Saffi chose to focus on MC Escher and Ellie Goulding. They both presented what they had found out by creating collages on these artists and their relationships to their work.



Planning

Young people can provide evidence of planning their arts challenges, skills sharing or leadership projects in a range of formats. Whatever form plans take, the more specific they are the better. This will make evaluation and review more straightforward as young people can reflect on how they followed the structure they set out at the start, or any changes they needed to make to their original plans.

...To create a p...

Objectives: - Be ab...
- Be ab...
- To e...

Resources: - Powe...
- Linea...
- Pens...

57: Introduce what we're doing
00: Starter
01: Give starting line of story
13: Write stories
15: Conclude session

Remember...

5 minutes set up + 5 minutes clear up

...er Point I made
my Arts
Apprenticeship

Creative Writing

Starter Activity

Task

Thank You

Harry, Pegasus Theatre: Bronze Arts Award Part D

Sam, Kirkstone House School: Gold Arts Award planning

Video player interface showing a young man with curly hair speaking to the camera. The video title is 'd:\w\DI\VIDEO_TS - VLC media player'.

Fatima, Moving Together: Silver Arts Award Unit 1 Part B

TIME SCHEDULE

WEEK1 30th Jan

WEEK2 6th Jan

WEEK3 13th Jan

Make sure I have completely planned out the steps I want to take in order to complete my challenge successfully.

Complete all my research regarding Claude Monet and his work and write it down. List down all the things I want my tutor to help me with and find out all the advantages I can gain from my tutor

Discuss what I have done so far and talk about exactly what I want to achieve by the end of the challenge and how my tutor will be able to help me in doing this.

Day 1 do my final piece to prove I have completed the challenge successfully. By thinking about these important factors carefully I will be able to make sure my challenge runs smoothly with a positive outcome.

Evidence of planning may take the form of a verbal piece to camera, diagrams, a schedule or PowerPoint slides.

Evaluating

Remember to provide evidence of what the young people achieved and how they presented this to others. This can include feedback from the audience they shared it with. They might present feedback as results from a survey followed by a written evaluation. Young people might also use images of activities they took part in to provide a record of what they achieved and to stimulate self-evaluation.

at people
e, thought...
d that they liked my
e of the parents said that
ow I made the patch over the
as it was unique to the others.
love this demure rabbit, her dress is beautiful and I love a
We think the eyepatch gives the bunny



Questionnaire Results

Day 1:

Question	1	2	3	4	5
How much did you enjoy your lunchtime?					
How much do you now feel you know about arts award					
How interested are you in knowing about starting arts award?					
How much would you want to come to another lunch like this?					
How much would you rate the standards of our school have risen?					
Total			30	49	



Arts award extravaganza Review- How it went

The extravaganza went really well as everybody worked together and the people who came really enjoyed it as well.

The work that was displayed was of a high standard and looked really good in the meeting room. The questionnaire was a really big help as it reflected on how the audience enjoyed it and learnt more or had just come for the free cakes!

Everybody did their jobs and everything worked out for the best. The best part was that we all planned it ourselves as Mrs. Hill gave us guidance but didn't take over!

It all went extremely well...!

Mia, Craft Revolution: Arts Award Explore Part D

Yash, Hastings High School: Silver Arts Award Unit 2 Part E

Top tip:
The more specific plans are the better as they make evaluation and review more straightforward. Young people can reflect on how they followed the structure they set out at the start, or any changes they needed to make to their original plans.

the presentation
the beaver's
the smiling at me, so I
know they were
enjoying it.

I would have liked to have tried painting the daffodil myself. This is because I enjoy trying as many new things as possible.



Anna, 1st Olney Scouts: Bronze Arts Award Part D

Acknowledgements

Many thanks to Sara Reeve for photography and to Rosy Prue for her contributions to the content of this resource.

Thanks also to the following advisers and centres for sharing the portfolios of the young people they work with:

Dorcas Sanders at North Herts Museum Service, Vivienne Frampton at Ashton House, David Dunn at Wesley College, Lisette Wright at Penketh High School, Claire Frogley at Greenfields School and Sports College, Ann Murtagh at 1st Olney Scouts, Rachel Smith at Toonspeak, Emma Fox at Kirklees Success Centre, Otilia Ordog at Gorse Hill Studios, Rachel Craddock at Orleans House Gallery, Martha Baker at Pegasus Theatre, Emma Donovan Bayley at Longfield Academy, Lisa Burgess at Star Academy, Simon Glenister at Noise Solution, Kie Cummings at SHYPP Training Centre, Emily Bolton at Moving Together at De Montfort University, Emrys Green at Arts Award Youth Network, Claire Knight & Nina Lemon at Peer Productions.

Also: Julia Roberts, Caroline Bray, Immediate Theatre, Hastings High School, Craft Revolution, Exeter Phoenix.

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