



Photo: Uckfield Community College

Gold

Unit 1: Personal arts development

- ▶ Part A Extend own arts practice
- ▶ Part B Career development opportunities in the arts
- ▶ Part C Research practitioners and review arts events
- ▶ Part D Form and communicate a view on an arts issue

Unit 2: Leadership of an arts project

- ▶ Part A Leadership project aims and outcomes
- ▶ Part B Organise people and resources
- ▶ Part C Manage the project
- ▶ Part D Manage a public showing
- ▶ Part E Leadership project review

Gold Arts Award is Level 3 qualification on the Regulated Qualifications Framework (RQF) and carries 16 UCAS tariff points Total Qualification Time: 150 hours (90 guided + 60 independent learning hours) — remember this is only a guide and young people may complete their Gold Award in more or less time. Gold Arts Award is designed for ages 16 plus but is open to anyone aged from 11 to 25.

Gold Arts Award has two units. In Unit 1, young people broaden and extend their own arts activity and learn how their practice relates to the arts sector as a whole. They develop in their chosen art form and produce a new work which either integrates or is influenced by a new art form

or genre. Young people attend arts events, work with professional artists and arts organisations and investigate and form a personal view on an issue within the arts.

In Unit 2, as an individual or as a member of a team, young people are responsible for the planning, organisation, promotion, delivery, and review of a project with a public outcome. If working in a team, each young person's role must include their individual responsibility for the project outcome and allow them to demonstrate and evidence the required knowledge and understanding for each section. For successful delivery, it is essential to be clear on the difference between the two Gold units. Each unit is distinct and must be evidenced separately, even if activities are undertaken concurrently.

It's likely that some of the existing arts provision in your organisation can be adapted to fit within the Arts Award framework. Before planning your delivery approach, it's useful to identify which arts activities are already on offer in your setting and incorporate them into your plan for delivering Arts Award. Consider where individuals are volunteering, undertaking work experience or initiating arts activities with others. Maybe there are some flourishing young directors, choreographers, or lighting technicians amongst the young people at your centre.

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

Tips for Gold

- ▶ At this level, young people will be working more independently than at Discover, Explore, Bronze or Silver, so factor in time, support, and opportunities for young people to pursue their ideas.
- ▶ Advisers should facilitate discussions around arts challenges and leadership projects to ensure that they are substantial enough to enable young people to meet all necessary criteria.
- ▶ Challenges should be specific, measurable, and individual to the young person. To set appropriate challenges, young people need to focus on their strengths, weaknesses, and aspirations. Build in opportunities for reflection throughout the process and for each section — this is really key for meeting the ‘planning and review’ criteria.
- ▶ For both units, encourage ongoing reflection and revisiting original aims- if circumstances change mid-project or original aims need to be adjusted, evidence all of this as it adds to the record of the process.
- ▶ Encourage young people to collect all evidence that documents the award process — e.g. emails and texts, meeting notes, diary entries. This provides a rich selection of evidence for portfolios.
- ▶ Although young people are working more independently at these levels, it’s essential that they have access to adviser support, so consider the young person to adviser ratio to ensure you are able to offer the right level of individual guidance and manage the assessment of portfolios effectively.
- ▶ Starting with Gold Unit 1 Part D can be a great way of engaging young people in an arts issue that they are passionate about and can provide a springboard for ideas to explore in the rest of their Gold Award.

Large groups

- ▶ Even if you are offering the same art form/opportunities to a group of young people, their responses and aims should be individual.
- ▶ Encourage individuals to pursue activities outside the core offer where possible to support independent learning e.g. researching and accessing external opportunities, attending events, pursuing personal interests, contacting practitioners.



Photo: Old Palace John Whitgift School

Unit 2

- ▶ If working in leadership project teams, ensure that each individual’s roles and responsibilities allow them to demonstrate all requirements for each section. Remember that each young person’s leadership role must have a creative outcome (e.g. an exhibition, a publication or performance) as well as logistic/organisational responsibilities.
- ▶ At Gold level, remember that the Unit 2 project must have a public outcome, and that the planning, delivery, and evaluation of this are assessed.
- ▶ Utilise Gold leadership projects to provide activities and experiences for young people working towards awards at different levels or as part of transition or outreach programmes.

Arts Award Gold Activity Mapping

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

Please note: the following mapping resource is a planning tool only and is not a substitute for the adviser toolkit.

UNIT 1	Part A: extend own arts practice	Part B: career development opportunities in the arts
Evidence required	<ul style="list-style-type: none"> ▶ details of their main art form/practice ▶ details of new art form/ practice and why they have chosen it ▶ a skills development plan ▶ evidence of working with a practitioner experienced within the new art form or arts practice ▶ evidence of progress ▶ evidence of the new work ▶ evidence of sharing the new work ▶ feedback from others ▶ a final review, including reflection on the new skills developed and the influence on their main art form/practice 	<ul style="list-style-type: none"> ▶ evidence of research into opportunities to participate in the arts ▶ description of what they did on their placement/ volunteering/ training/workshops ▶ reflection on how their experiences have supported their learning and arts development ▶ comments from practitioners leading the opportunities
Existing/planned arts activities		
Adaptations needed		
Delivery timescale (eg four lesson)		
Staffing/ resources/ space/funding		
Action		

UNIT 1

Part C: research practitioners and review arts events

Part D: form and communicate a view on an arts issue

Evidence required

- ▶ research into more advanced arts practitioners, their work and any organisations that support them, including details of any contact with the more advanced arts practitioners chosen or others involved with their work
- ▶ reviews of relevant arts events
- ▶ reflection on how their research and experiences have influenced their own arts practice and/or plans and how they might develop their arts practice in the future

- ▶ a description of the arts issue and why they have chosen it
- ▶ evidence of research into a range of views about the issue — both supporting, and differing from, their own views
- ▶ reflection on the research and how it has influenced their views
- ▶ a copy of the final argument they have built up about the issue
- ▶ evidence of how the final argument was shared with others and their feedback

Existing/planned arts activities

Adaptations needed

Delivery timescale (eg four lesson)

Staffing/ resources/ space/funding

Action

UNIT 2

Part A: identify the project aims and desired outcomes

Part B: organise the people and resources required to run the project

Part C: manage the effectiveness of the project

Evidence required

PLAN

- ▶ a project plan detailing (but not limited to) reflection on the qualities needed, a description of their role and the specific leadership skills they want to develop, a description of the project, its aims and desired outcomes, how their role relates to the roles of others (if any), plans for monitoring progress and collecting feedback

- ▶ a project plan detailing (but not limited to) practical issues, timescales, promotion of the project, how they will deliver the project, how they will evaluate their leadership development, their plans for the public showing of the project, risk assessment, consideration of health and safety issues, consideration of any other relevant legislation

DO

- ▶ evidence of delivery of the project
- ▶ reflection on where and how they are developing and applying their chosen leadership skills, including inspiring and motivating participants, communicating, and dealing with resources and challenges
- ▶ evidence of how they are collecting feedback from others, both about the project and about their leadership abilities

Existing/planned arts activities

Adaptations needed

Delivery timescale (eg four lesson)

Staffing/ resources/ space/funding

Action

UNIT 2

Part D: manage a public showing of the work

Part E: arts leadership project report

Evidence required

- ▶ details of how the project will be shown/shared publicly
- ▶ their responsibilities in relation to the public showing/sharing
- ▶ details of how they have organised people and resources
- ▶ delivery of the public showing
- ▶ ongoing reflection on where and how they are developing and applying their chosen leadership skills while managing the event
- ▶ feedback from participants and audience members

REVIEW

A project report including (but not limited to):

- ▶ how their leadership skills have developed
- ▶ how the project has developed their art form knowledge and understanding,
- ▶ communication skills, creativity in arts practice, and planning and review skills
- ▶ how well their project plan worked
- ▶ achievements, successes and challenges
- ▶ what they have learnt about working effectively with others what they have learnt from the feedback they received
- ▶ what they would do differently in future in terms of improving the project

Existing/planned arts activities

Adaptations needed

Delivery timescale (eg four lesson)

Staffing/ resources/ space/funding

Action