



Photo: Keys Meadow Primary School

How to run Arts Award as a lunchtime or after-school club

Arts Award can be run as a lunchtime or after-school club or activity. This approach works particularly well with focused groups of young people, especially those who are motivated and able to work relatively independently.

It can also be run in the setting of the school library, which can be a great way to engage students who are struggling to focus in class and see the library as a safe and supportive space. Allowing them to achieve and thrive in an environment they are comfortable in with a non-teacher in charge can help to re-engage them in the wider school community.

You will know your young people best and who will be most suited to this approach to Arts Award. Is there a group of gifted and talented students you would like to offer an extension

challenge to? Or could lunchtime sessions be used for a small targeted group of young people who may be disengaged with learning?

Running Arts Award as a lunchtime or after-school club may mean that it takes longer for young people to complete their Award. Lunchtime clubs can be more challenging as often you have limited time with young people, while after-school clubs tend to have slightly more contact time. Remember that there is no time limit for young people to complete their Arts Award, as long as they are 25 or younger when they are entered for the award.

If you run your lunchtime or after-school club from the school library, you could use this setting as the inspiration for a 'literature' focused Arts Award.

Arts Award is partnered with [The Reading Agency](#)



Photo: South Tyneside Library

and we have [bespoke resources](#) to help you link Discover to their annual Summer Reading Challenge.

Other in-school programmes such as BookTrust's [School Library Pack](#) lend themselves to Arts Award. Ensure you utilise existing books, partnership and resources at your disposal to make the process manageable. Consider if you can partner with your English Department to share resources, and see if your Arts Award programme can support learning taking place in the classroom.

Ensure that young people are committed to Arts Award. Consider asking them to make a commitment at the start, or asking parents/carers to co-sign a statement of commitment to ensure they attend scheduled Arts Award sessions. Consider how you want to structure the sessions – will it be once or twice a week and involve some delivery from you? Will it be once a fortnight with young people required to do most of the work themselves? Are there existing trips or activities the Arts Award group can get involved in?

This resource will give you an idea of how to run Explore or Bronze as a lunchtime or after school activity, as well as some suggestions for how you could link Explore or Bronze to your school library.

If you would like guidance on running other levels in this way call the Arts Award Helpdesk on [020 7820 3383](tel:02078203383) or email ArtsAward.Enquiries@trinitycollege.co.uk

This resource is not a replacement for attending Arts Award adviser training or correct use of an up to date Toolkit. For more information visit artsaward.org.uk/training.

Running Explore as a lunchtime or after-school club

Explore Section	Session activity	Additional activity for Arts Award adviser	Evidence required
Part A: Take Part	<p>Young people take part in two taster sessions for different arts activities. This could be two completely different art forms, or different genres within one art form (for example watercolour and collage or rock and classical music). This could be done in one lunchtime session if taster activities are very short, or consider spreading this over two or three sessions.</p> <p>Or if delivering in a library setting, young people read something from the library or a scheme the library is taking part in. From this they take part in at least two related arts activities, for example: creating a book cover, illustrating the story, writing an alternative ending or diary entry from a character, creating a video book trailer or advert. They record what inspired them about taking part.</p>	<ul style="list-style-type: none"> ▶ Planning and preparation for the sessions ▶ Providing activities for young people to do, and suggesting books/literature to read ▶ Gathering materials/resources required ▶ Taking photos or video, or delegating this role, during the session to ensure evidence is captured 	<ul style="list-style-type: none"> ▶ record of taking part in more than one arts activity ▶ identification of what they have learnt from taking part in these arts activities
Portfolio session	<p>Young people use the Arts Award arts log or templates to complete evidencing and identify what inspired them about taking part.</p> <p>Young people may need to complete arts logs at home depending on how much time there is in the session. Ensure they are clear about what they need to do, and any photographs are clearly annotated.</p>	<ul style="list-style-type: none"> ▶ Provide arts logs or templates for young people to work from. See artsaward.org.uk/resources for downloadable templates or purchase from artsaward.org.uk/shop ▶ Print out any photos taken ready to be inserted into arts logs 	<ul style="list-style-type: none"> ▶ record of taking part in more than one arts activity ▶ identification of what they have learnt from taking part in these arts activities
Part B: Explore	<p>Young people explore the work of an artist and an arts organisation.</p> <p>You may want to provide a list of artists and arts organisations for young people to find out about, depending on the abilities of the young people in the group. Consider inviting someone from an arts organisation to come and talk to the group during this session so they have direct contact with an arts professional, or encourage them to visit an arts organisation at the weekends.</p> <p>If your club is focusing on literature, an arts organisation could be their local public library, an arts organisation which hosts literature events such as The Southbank Centre, or a film or TV studio which has adapted literature for the screen. An artist could be an author, poet, illustrator, playwright or anyone else creative they wish to research. Young people can read a book to find out about their artists' work.</p>	<ul style="list-style-type: none"> ▶ Preparing a suggested list of artists and arts organisations for young people to find out about ▶ Ensuring the sessions takes place in a room with appropriate reference books and/or access to the internet ▶ Ensuring online safeguarding has been considered ▶ Provide guidance on what sort of information to find out and how to find this ▶ Identify local arts organisations for young people to visit (use artsawardsupporter.com for ideas) ▶ Arranging an author or illustrator talk if possible, or a visit to a local library or arts organisation; or signposting them to appropriate upcoming school trips or opportunities 	<ul style="list-style-type: none"> ▶ a record of what they found out about the work of artists ▶ a record of what they found out about the work of arts organisations

Running Explore as a lunchtime or after-school club

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Portfolio session	<p>Young people collate their research and present what they have found out about an artist and an arts organisation.</p> <p>Young people may need to complete arts logs at home depending on how much time there is in the session.</p> <p>They could also potentially visit an arts organisation in their own time, maybe with a parent/carer (depending on age). They will need to provide evidence of this as well as what they found out.</p>	<ul style="list-style-type: none"> ▶ Providing arts logs or templates to make collecting evidence into their arts logs easier 	<ul style="list-style-type: none"> ▶ a record of what they found out about the work of artists ▶ a record of what they found out about the work of arts organisations
Part C: Create	<p>Young people identify a piece of art they want to create.</p> <p>In a library setting this could be this could be creative writing, a book cover, illustrations, a play script etc.</p> <p>This section will likely take place over multiple sessions, or encourage young people to work on their arts piece at home.</p> <p>It is likely that young people will need to do something towards Part C on their own at home unless you have long lunch breaks, or lots of sessions dedicated to Arts Award.</p>	<ul style="list-style-type: none"> ▶ Providing materials or resources (such as rehearsal space) to allow young people to create their arts piece ▶ Recording evidence of the process of creating the arts piece as well as the final product ▶ Providing guidance as young people are creating their arts piece 	<ul style="list-style-type: none"> ▶ a record of the process of creating their art work ▶ a record of their final art work
Portfolio session	<p>Young people gather evidence of the creation of their arts piece and the final piece in their arts logs. This can be a diary of creating their arts piece, annotated photographs or video or any other format they want to use.</p> <p>Young people may need to complete arts logs at home depending on how much time there is in the session.</p>	<ul style="list-style-type: none"> ▶ Printing out photographs taken during sessions or providing video evidence ▶ Supporting young people to gather this into a coherent approach ▶ Providing arts log templates 	<ul style="list-style-type: none"> ▶ a record of the process of creating their art work ▶ a record of their final art work
Part D: Share	<p>Young people identify what they enjoyed and achieved during their Arts Award and share this with at least one other person. They could create a display, talk through their Arts Award with a partner or present to the class. Part D may take two sessions – one to identify what they enjoyed and achieved and another to present.</p> <p>Young people think about what they want to share in advance,</p>	<ul style="list-style-type: none"> ▶ Providing templates or prompt questions to help young people identify what they enjoyed and achieved ▶ Potential facilitation of sharing session ▶ Capturing evidence of the sharing – through photos, video or audio recording 	<ul style="list-style-type: none"> ▶ identification of what has been enjoyed and/ or achieved through completing the award ▶ a record of what was presented and how it was shared
Portfolio session	<p>Young people enter what they enjoyed and achieved during their award into their portfolios, as well as evidence of them sharing this with others.</p> <p>Young people may need to complete arts logs at home depending on how much time there is in the session.</p>	<ul style="list-style-type: none"> ▶ Providing arts log templates 	<ul style="list-style-type: none"> ▶ identification of what has been enjoyed and/ or achieved through completing the award ▶ a record of what was presented and how it was shared

Running Bronze as a lunchtime or after-school club

Bronze Section	Session activity	Additional activity for Arts Award adviser	Evidence required
Part A: explore the arts as a participant	<p>Young people take part in an arts activity. This could be in any artform depending on the skills and knowledge of the adviser (for example drama, music, art, design, film etc). If young people are working towards a production, exhibition or other similar event their work towards this can count.</p> <p>If in a library setting, young people could identify books they like through group discussion, or from other reading groups or programmes you run in your school library. Young people choose a creative activity based on their choice, such as writing a story in the style of the author, illustrating a book cover, or devising a short piece of drama based on a situation in the book.</p> <p>Young people reflect on what has been learned, what skills they developed and what they enjoyed.</p>	<ul style="list-style-type: none"> ▶ Lead an activity which maps the group's interests and what they want to achieve, eg mind maps, post-it notes, recordings ▶ Planning and preparation for the sessions ▶ Gathering materials/resources required ▶ Taking photos or video, or delegating this role, during the session to ensure evidence is captured 	<ul style="list-style-type: none"> ▶ a description of the arts activity ▶ evidence of participating in their arts activity ▶ a summary of what they have learnt and how their interest, knowledge and skills have developed
Portfolio session	<p>Young people use the Arts Award portfolios or templates to evidence participation and identify what they did and how their skills improved.</p> <p>Ensure they are clear about what they need to do, and any photographs are clearly annotated.</p> <p>Young people may need to complete portfolios at home depending on how much time there is in the session.</p>	<ul style="list-style-type: none"> ▶ Provide log books or templates for young people to work from. See artsaward.org.uk/resources for downloadable templates or purchase from artsaward.org.uk/shop ▶ Print out any photos taken ready to be inserted into portfolios 	<ul style="list-style-type: none"> ▶ a description of the arts activity ▶ evidence of participating in their arts activity ▶ a summary of what they have learnt and how their interest, knowledge and skills have developed
Part B: explore the arts as an audience member	<p>Young people explore an arts event as an audience member – either as part of a session or on their own. They review the artistic quality of the event and share this review with others. If you are time limited or unable to take young people out of school consider using a film or recorded concert or theatre production, or Google Arts and Culture to remotely 'visit' a museum or gallery. More information can be found here:</p> <p>National Theatre Collection RSC School Broadcasts Into Film Clubs Google Arts and Culture</p> <p>Or in a library setting, young people read a book, or listen to an audiobook, listen to an author talk about their work online, such as the Yoto Carnegie interviews, or attend a reading by an author or illustrator who talks about their work (this can be in-school or outside of school hours). Young people review their experience and share their review, this could be online, for example on Arts Award on Voice, or by reading or sharing it with the group.</p>	<ul style="list-style-type: none"> ▶ Preparing an event for them to visit or experience in a session, or provide ideas of the local arts offer for young people to visit in their own time ▶ Helping young people to understand how to review the artistic quality of an event – this could take up part of a session, and advisers may want to provide key words or phrases for young people to use. You could offer some tips for writing reviews or consider providing a template to work from ▶ Facilitate a session or opportunities for young people to discuss and share their reviews ▶ Identify local arts organisations for young people to visit (use artsawardsupporter.com for ideas) 	<ul style="list-style-type: none"> ▶ evidence of attending at least one arts event ▶ evidence of personal reflection on the event and its creative impact ▶ evidence of sharing their personal reflection with other

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Portfolio session	<p>Young people record their review in any format they like, and enter it into their portfolio. They record what they shared and who with, and any feedback or responses about their review from who they shared it with. Ensure that they include evidence of them attending an arts event as well as their review, and if there is a group photo included that they are individually identified.</p> <p>Young people may need to complete portfolios at home depending on how much time there is in the session.</p>	<ul style="list-style-type: none"> ▶ Providing log books or templates to make collecting evidence into their portfolios easier 	<ul style="list-style-type: none"> ▶ evidence of attending at least one arts event ▶ evidence of personal reflection on the event and its creative impact ▶ evidence of sharing their personal reflection with other
Part C: arts inspiration	<p>Young people identify an artist or craftsperson they are inspired by, and conduct some simple research to find out about them. They share their research and a summary of this in their portfolio.</p> <p>If focusing on literature young people can research authors/ writers/illustrators.</p> <p>The artist can be living or dead, but must be a real person and not a character (for example J K Rowling is acceptable, Harry Potter is not). Research must focus on their work, and not their personal life.</p> <p>Young people may need to complete research at home.</p>	<ul style="list-style-type: none"> ▶ Advisers may want to provide a suggested list of artists for young people to research, especially if the sessions are focused around a theme or have a specific target or objective other than Arts Award ▶ Consider asking for 5-10 key facts about their work and career to focus attention, and avoid tabloid gossip forming their research ▶ Alternatively, provide hints or tips on how to research online including considerations of e-safety and online safeguarding ▶ Consider having a competition for the most creative presentation of their research to stretch more able students ▶ Give guidance to young people on research and stimulate thinking around artists they admire ▶ This is a good opportunity for young people to practice digital literacy, which is often a responsibility delegated to school libraries 	<ul style="list-style-type: none"> ▶ evidence of their research ▶ a summary of what they found out, why the person was chosen and what they learnt about their arts career, life and work
Portfolio session	<p>Young people enter their research and final summary into their portfolios, including any photographs, photocopies or print-outs of information they found.</p> <p>Young people may need to complete portfolios at home.</p>	<ul style="list-style-type: none"> ▶ Supporting young people to collate and arrange their evidence – consider providing templates or prompt sheets to make collecting evidence into their portfolios easier 	<ul style="list-style-type: none"> ▶ evidence of their research ▶ a summary of what they found out, why the person was chosen and what they learnt about their arts career, life and work

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Part D – arts skills share	<p>Young people pass on an arts skill to others. This could take place over a number of sessions, with a young person taking the lead in each one, or just one if young people work in pairs and do a short sharing of skills to each other. This can be focused on the art form the sessions have been working towards or something completely different Young plan, deliver and reflect on their skills share, which can be active, a presentation, a demonstration or other explanation of their skills.</p> <p>In a library setting young people could choose a skills share which is based on literature. For example, holding an illustration workshop, creative writing workshop or demonstrating effective reading aloud skills and techniques to a group.</p>	<ul style="list-style-type: none"> ▶ Providing templates or guidance to help young people plan their skills share, and to help them evaluate it ▶ Meeting with each young person to discuss their skills share and ensure that it is appropriate for the criteria of Bronze and arts related. ▶ Capturing photos or video of the skills shares taking place ▶ Check in with young people to make sure they effectively plan for their skills share and that the activity is arts related. ▶ Capture evidence of the session on video, sound recording or photographs, and provide opportunities for other members of the group to feed back on the skills share. 	<ul style="list-style-type: none"> ▶ an explanation of their activity, why they chose it and the plans they have made ▶ evidence of the activity and how they passed on their skills to others ▶ reflection on how well they passed on their skills
Portfolio session	<p>Young people collate their plan, evidence of their skills share and reflection into their portfolio.</p>	<ul style="list-style-type: none"> ▶ Providing log books or templates to make collecting evidence into their portfolios easier ▶ Supporting them with reflection and collating visual evidence 	<ul style="list-style-type: none"> ▶ an explanation of their activity, why they chose it and the plans they have made ▶ evidence of the activity and how they passed on their skills to others ▶ reflection on how well they passed on their skills

Once the delivery of Arts Award is complete, advisers will need to enter young people for Arts Award. Centres should always anticipate being selected for moderation and factor at least 8 weeks into your planning, to allow for this.

More information on entering young people for Arts Award, and what advisers need to do to prepare for this, can be found [here](#).