

## MUSEUM AND HERITAGE RESOURCE – a group of museums and heritage sites

### How do we run Arts Award at our museums and heritage sites?

Here's an overview of how Arts Award can work in a group of museum and heritage sites, including some frequently asked questions and an example of what your Bronze Arts Award programme could contain. The museums are fictional but the questions are real ones posed by museums and heritage organisations. We hope this will help you think about how you could run Arts Award at your museum or heritage site!



Students at Corinium Museum with Zoe Partington-Sollinger from the RNIB

#### Organisation profile

A group of City Council museums including an art gallery, a castle and an industrial museum want to offer Arts Award as part of their work with local schools and to support the authority's aim to encourage more young people to visit museums.

Their current learning offer includes leaflets for self-guided tours, workshops during which visitors learn traditional crafts and 'behind the scenes' tours of the museum stores. The museums want to run an end-of-year project for young people to learn about their local history, and create new resources to appeal to teenage visitors. A member of the learning team at the gallery has trained as an Arts Award adviser and works with a small group of young people from a local school to develop the project and secure funding from the Heritage Lottery Fund's Young Roots programme.

## Questions around delivering Arts Award

**Q** How do museum-related activities meet the 'arts' criteria of Arts Award?

**A** Arts Award requires young people to develop their creative skills and knowledge. Many museum projects involve a creative response to collections, and skills like designing an exhibition, interpreting objects for a new audience or creating family trails would all meet Arts Award criteria. If you're unsure do contact the Arts Award helpdesk.

**Q** We're very busy already: how would we make time to include Arts Award?

**A** Arts Award does take extra time but museums tell us that the added value for the young people they work with and for the staff involved makes this worthwhile. The key is careful planning of your project so that everyone involved knows what they need to do and portfolio evidence is collected as you go.

**Q** We don't have learning staff at every site so who would lead the Arts Award work?

**A** Not everyone involved in supporting young people through Arts Award has to be a trained adviser. Plan a briefing for staff at all sites so that they understand the Arts Award framework, how they will be contributing, and the importance of collecting evidence. Advisers do not have to be with young people they are supporting all the time as young people should take some responsibility for their own learning.

## Delivering Bronze Arts Award in a group of museum and heritage settings – some ideas

The following programme is just one example of how Arts Award can be delivered. We recommend having a look at the Arts Award Guide before reading this, to get an idea of the Bronze award structure.

Bronze section	Session activity	Arts Award activity for workshop leader	Arts Award activity for participant
<b>A explore the arts as a participant</b>	Each museum partner hosts a session for the group to discover what's on offer: <ul style="list-style-type: none"> <li>ceramic workshop at the museum</li> <li>take part in a costumed role play at the castle</li> <li>tour the gallery with a curator and visit the stores to find out what goes on behind the scenes.</li> </ul> Young people work in groups to create an audio tour for each site that will appeal to their peers. Each group takes responsibility for one aspect: music, script, performance, etc. The tours are tested within a family day.	Liaise with the partner sites to set up activities. Lead activities to generate ideas for the tours. Ensure the young people have the technical support they need to create the tours. Record evidence: take photos, video discussions and share with young people for their portfolios.	Young people record their experiences and their individual role for their portfolio. This may include: <ul style="list-style-type: none"> <li>a plan of the workshops</li> <li>photographs of work they created</li> <li>comments on what they learned and enjoyed.</li> </ul>
<b>B explore the arts as an audience member</b>	The group see an outdoor performance at the castle. Possible extension: young people could also review events they have been to through school or in their spare time.	Organise visit to performance. Facilitate sharing of responses. Offer some tips on review techniques or provide some prompt questions.	Young people record evidence for their portfolios, including: <ul style="list-style-type: none"> <li>evidence of the performance (and any other events) they visited</li> <li>personal reflection.</li> </ul> Young people share their experience with others through: <ul style="list-style-type: none"> <li>a blog post</li> <li>a group sharing</li> <li>a recording.</li> </ul>
<b>C arts inspiration</b>	Young people chose someone involved in creative work at the museums, or an artist connected to them and find out more about them including what training they did. Their research is exhibited at the gallery on a family day.	Give guidance to young people on research and stimulate thinking about the creative practitioner they want to find out about.	Young people record what they've found out and include that and their research notes in their portfolios. This might include a recorded interview done individually or as a group.
<b>D arts skills share</b>	The group help organise and run a thumb pot-making workshop at a family day at the museum, showing others how to make simple pots.	Facilitate the setting of the workshop.	Young people make a plan of what they will teach and how. They put photos and feedback from the visitors in their portfolios.
<b>Portfolio session</b>		Adviser monitors portfolios during project and leads portfolio session.	Short session for whole group to finish off their portfolios for assessment.
<b>Portfolio assessment</b>		Adviser completes assessments and fills in forms for moderation. NB Book your moderation at least eight weeks in advance	