

# Bronze Award activity planning

## Planning an approach to Bronze Arts Award in your setting



Royal Borough of Kensington and Chelsea photo: Paul Mavren



Bronze Award is a Level 1 Award in the Arts regulated on the RQF.

Total Qualification Time: 60 hours (40 guided + 20 independent learning hours) – remember this is only a guide, students may complete their Bronze Award in more or less time. See [artsaward.org.uk/qualification](https://artsaward.org.uk/qualification) for more information

Bronze Arts Award is designed for ages 11 and above. It's likely that some of the existing arts provision in your setting can be adapted to fit within 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 regular out of school clubs, workshops, one-off projects, youth opportunities, partnerships and volunteer work. Or if you're delivering Arts Award in a school think about how it could link to school productions, curriculum work, English and History projects or enrichment activities.

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. See pages 17-27 of the Bronze, Silver & Gold adviser toolkit.

Here is an example of how one setting has delivered Bronze Arts Award:

### Working in partnership

*Holburne Museum worked with youth organisations Compass, Mentoring Plus and The Children's Society to create three summer holiday activity weeks that enabled young people to achieve their Bronze Arts Award. Participants created films and urban clothing to reflect the colourful history of Sydney Gardens, situated next to the Holburne Museum.*

For more Bronze case studies and examples, visit [artsaward.org.uk/bronzestories](https://artsaward.org.uk/bronzestories) and [artsaward.org.uk/inyoursetting](https://artsaward.org.uk/inyoursetting). Download a mapping grid from the adviser hub to help plan your delivery by visiting [artsaward.org.uk/resources](https://artsaward.org.uk/resources) and searching for 'bronze mapping'

### More ideas and information

- ▶ delivering Arts Award through the Royal Shakespeare Company's **Shakespeare Challenge** and linking **Shakespeare Schools Festival** with Bronze Arts Award: [artsaward.org.uk/shakespeare](https://artsaward.org.uk/shakespeare)
- ▶ a number of other national organisations link Bronze Arts Award with their programmes, including Culture Street, Into Film and the BFI. Find out more at [artsaward.org.uk/partnerprojects](https://artsaward.org.uk/partnerprojects)
- ▶ link Arts Award with other projects, such as the First World War centenary: [artsaward.org.uk/firstworldwar](https://artsaward.org.uk/firstworldwar)



Chingford Foundation School

## Bronze Arts Award [www.artsaward.org.uk/bronze](http://www.artsaward.org.uk/bronze)

### Level 1 Award in the Arts

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. In order to deliver this level, you must have completed adviser training for Bronze & Silver. See [www.artsaward.org.uk/training](http://www.artsaward.org.uk/training)

Part of Bronze Award	Evidence required	Existing arts activity	Adaptations needed	Delivery timescale (eg four lessons)	Staffing/resources/space/funding	Action
Part A: explore the arts as a participant	<ul style="list-style-type: none"> <li>description of arts activity</li> <li>evidence of participation and development in arts activity</li> <li>a summary of what they learnt and how their skills improved</li> </ul>					
Part B: explore the arts as an audience member	<ul style="list-style-type: none"> <li>experience of at least one arts event</li> <li>personal reflection</li> <li>communicating/sharing reflections with others</li> </ul>					
Part C: arts inspiration	<ul style="list-style-type: none"> <li>evidence of research</li> <li>summary of findings including why the person was chosen and what they learnt about their arts career, life and work</li> </ul>					
Part D: arts skills share	<ul style="list-style-type: none"> <li>explanation and plan for skill sharing activity</li> <li>evidence of activity</li> <li>reflection on how it went</li> </ul>					