

Bronze Arts Award evidence checklist

What young people should do	Evidence Required	Tips and prompts	Where is the evidence (eg page numbers, web link, CD/DVD)
Part A: Explore the arts as a participant (Pg 20 Bronze, Silver, Gold toolkit) Young people show how they have developed their interest, knowledge and skills in a creative arts activity through active participation.	A description of the arts activity	What will they do? This could include: <ul style="list-style-type: none"> notes, flyers, research, drawings, photographs an outline of the arts activity (written or recorded notes and any plans) and why it was chosen what they want to learn or improve 	
	Engagement in a creative arts activity	Taking part in a creative arts activity This could include: <ul style="list-style-type: none"> photos, film, audio - to demonstrate participation an explanation on how they are taking part in the arts activity 	
	Learning and improvement	What they have learnt and improved This could include: <ul style="list-style-type: none"> a summary in their own words (written or recorded) what they learnt, enjoyed and got better at what they found difficult anything they were unable to achieve anything they would like to develop in the future 	

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<p>Part B: Explore the arts as an audience member</p> <p>(Pg 21 Bronze, Silver, Gold toolkit)</p> <p>Young people experience at least one arts event. As an audience member they reflect on whether they enjoyed it, the quality of the event and the art form involved. They then share their views with others and evidence this.</p>	Experience an arts event (as the audience)	<p>What will they do? This could include:</p> <ul style="list-style-type: none"> be the audience, eg, the theatre, exhibition, concerts, fashion shows, film screening, digital productions, streamed online events do not have to be live and it can take place within the centre. provide photos, tickets, programmes, leaflets, CDs or DVDs from the event as proof you attended 	
	Personal reflection on the creative impact of an arts event	<p>What was the creative Impact? This could include:</p> <ul style="list-style-type: none"> reflection via notes, creative review, blog, art work (written/ recorded) describing or demonstrating... what they like/disliked their thoughts on the acting/painting/dancing/design within the event how it differed from their expectations how being an audience member or spectator made them feel whether they would/wouldn't recommend it to others <p>They should not only comment on:</p> <ul style="list-style-type: none"> the journey to and from the event the refreshments 	
	Communicating personal reflection with others	<p>What and how to share This could include:</p> <ul style="list-style-type: none"> collect comments and responses from others and record how you shared your reflection with others, eg. photos, comments from adviser, recorded reflection, CDs or DVDs reflections published on a website, notice board or a recorded group discussion discussions can be lead by the adviser 	

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Part C: Arts inspiration (Pg 22 Bronze, Silver, Gold toolkit) Young people use simple research methods to find out about an artist/craftsperson or arts practitioner who inspires them and communicate what they have learnt	Research	What to research? <ul style="list-style-type: none"> research should focus on the arts related careers and practice of your chosen artist/craftsperson chosen artists do not have to be well known and can be living or not they could be a named band or a group of artists/practitioners they can be someone they know but it must include research into their arts practice They should not : <ul style="list-style-type: none"> choose a fictional character (but could research the actor that played them) only comment on the art work made by the artist/craftsperson. Commentary <u>must</u> also include what they have learnt about their arts career and work 	
	Summary	Presenting Research This could include: <ul style="list-style-type: none"> presenting their research through a collage, notes, presentation, time-line of achievements, annotated internet print outs, recorded discussion, or art work in response to name just a few. it <u>must</u> include; a personal response to what they have found out including: <ul style="list-style-type: none"> why they chose their individual artist/craftsperson or group what they learnt from the research 	
Part D: Arts skills share – passing on arts skills to others (Pg 23 Bronze, Silver, Gold toolkit)	Passing on arts skills to others	What will they do? This part is about passing on arts skills to others . This may include presenting your skills to others; <ul style="list-style-type: none"> through a demonstration or presentation of your skill including a question or answer session, discussion or practical activity 	

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Young people plan to pass on their arts skill/knowledge to others by leading a short workshop or presentation which includes an explanation of their skills and review of how it went.	Explanation of their activity, why they chose it and the plans they've made	Planning the arts skill sharing This could include: <ul style="list-style-type: none"> • a description of what skill they are going to pass on and how they will do it. • why they have chosen this skill to share • what resources or support they will need • who will they be sharing their skills with • how they will evidence the activity • how they will reflect on the activity 	
	Evidence of the activity and how they passed on their skills to others	Taking part in skills sharing This could include: <ul style="list-style-type: none"> • photos, filming, audio or art work to demonstrate participation • programmes (with names included), newsletters, posters or info on a website of the activity having taken place 	
	Reflection on how it went	What to review This could include: <ul style="list-style-type: none"> • what went well/didn't go well • what they enjoyed • what they learnt • what they found difficult • what they would do differently • if they needed to change from their original plan and why • how they would like to develop their skills further 	

Silver Arts Award evidence checklist

What young people should do	Evidence required	Tips and prompts	Where is the evidence (eg page numbers, web link, CD/DVD)
Unit 1: Arts challenge Part A: Identify and plan an arts challenge (linked with Part B) <p>(pg 32 Bronze, Silver, Gold toolkit)</p> <p>Young people set their own arts challenge in order to focus on their art form skills development. They should prepare a detailed action plan to show how they will achieve their challenge and how they will monitor and measure their progress and achievement.</p>	Reflection on their strengths and weaknesses within their art form	What will they do? This could include: <ul style="list-style-type: none"> identifying the art form they wish to explore for their chosen challenge identify their strengths and weaknesses relating to this art form challenge <p>See page 16 of the Silver award young people's guidance booklet for detailed guidance on what to include</p>	
	Details of the challenge they have set and why they have chosen it	What will they do? This could include: <ul style="list-style-type: none"> identifying their own aspirations and why the art form has been chosen identify how the challenge will develop their art skills developing an <u>action plan</u> for the challenge 	
	An action plan detailing how the challenge will be implemented	How will they achieve their challenge? This could include identifying the following in their <u>action plan</u> : <ul style="list-style-type: none"> what they will need to do to achieve their challenge what timescale has been set the targets they will need to meet what support they will need and who will provide it? what extra resources will they need? how will progress be recorded what ways will they collect evidence of them attempting their challenge how they will gather feedback from others what plans they will put in place in order to review their challenge 	

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Unit 1: Arts challenge Part B: Implement and review the arts challenge (linked with Part A) (Pg 33 Bronze, Silver, Gold toolkit) Young people gather evidence about how they are developing their skills throughout their challenge and adjusting their action plan where appropriate. They then share what they have achieved with others and prepare a review including gathering comments on their challenge from others.	Ongoing evidence of their progress as they undertake the challenge	Achieving their challenge This could include: <ul style="list-style-type: none"> photos, film, audio recording, art work, website, online blog/portfolio providing evidence of work in progress as well as their final challenge 	
	Someone else's review of their challenge and their own final review and reflection of their challenge	Reviewing their challenge This could be: <ul style="list-style-type: none"> produced in format of their choice, such as written, recorded or online how they monitored progress and reviewed targets what they think went well and why what they think did not go well and why if they had to make changes to their original plan how they gathered and reflected on other people's feedback things they would improve next time how they shared their work with others 	
Unit 1: Arts pathways Part C: Review arts events (Pg 34 Bronze, Silver, Gold toolkit) Young people should experience and review at least <u>one</u> arts event. The review must be shared	Evidence of the arts event(s)	What will they do? This could be: <ul style="list-style-type: none"> Programme, tickets, photos, etc 	
	Review of event including copies of reviews in any appropriate format	Experiencing and reviewing arts events This could include: <ul style="list-style-type: none"> Experience of arts events such as theatre, gallery, concert, fashion show, film or online exhibition what events they experienced reviewing the creative impact of the events how the creative aspects enhanced the events description of what they liked/disliked 	

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with others in some way and should focus on the event's artistic qualities and creative impact. It should also demonstrate their knowledge and understanding of the art form involved.		<ul style="list-style-type: none"> what they learnt - knowledge and understanding of the art form whether they would recommend to others demonstrate an ability to review arts events and understand their purpose <p>They should not only:</p> <ul style="list-style-type: none"> give a précis of the event describe practical elements such as the journey to the event or refreshments <p>See page 17 of the Silver award young people's guidance booklet for detailed guidance on what to include</p>	
	Sharing the review with others	<p>What and how to share</p> <p>This could include:</p> <ul style="list-style-type: none"> reviews published on a website, notice board or a recorded group discussion evidence of how the review was shared with others discussions can be lead by the adviser 	

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Unit 1: Arts pathways Part D: Arts research (Pg 35 Bronze, Silver, Gold toolkit) Young people find out more about the arts through meeting and working alongside arts practitioners. They will find out how they can get involved in the arts either as an audience member or a participant and should explore career pathways for the future in their art form.	<ul style="list-style-type: none"> Information about their meeting and working alongside arts practitioners (whether through workshops, events or other ways) What they have learnt about the practitioners' careers and work Research into future education, career pathways and other opportunities within their art form 	Finding out about artists and arts organisations <ul style="list-style-type: none"> research should focus on arts practitioners in their art form - preferably through watching, meeting and working alongside artists explore opportunities to take part in arts activities in the local area and beyond research could be presented through audio / visual interviews, personal blog, email correspondence, flyers, brochures Finding out about career pathways Find out about what arts provision they can participate in to develop their skills or interests further, this might be: <ul style="list-style-type: none"> through jobs, volunteer placements workshops and short courses college or universities courses 	
	A summary in their own words of what they have found out within this part and what influence it has had on them	What will they do? <ul style="list-style-type: none"> Write a summary about what new information they have found out and learnt from all their research Be able to demonstrate an understanding of the career opportunities in their chosen art form 	

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<p>Unit 2: Arts leadership</p> <p>Part A: Identify leadership role and plan the project's aims</p> <p>(Pg 36 Bronze, Silver, Gold toolkit)</p> <p>Young people identify the skills and qualities of a leader and consider examples of good leadership that they have experienced. They then plan the project, providing details of why they've chosen it, its creative aims and specify the leadership skills they plan to develop.</p>	<ul style="list-style-type: none"> • Description of the arts project chosen, its aims and scope • Description of their leadership role within the project and how it will support development of their leadership skills • If working in a team, how their role relates to the roles of others 	<p>What will they do?</p> <ul style="list-style-type: none"> • Identify the qualities of a leader • Identify their leadership role within the arts project and demonstrate how it will support their development as a leader • Establish the project's artistic aims and scope • Develop an appropriate project plan • Identify method/s for assessing the interests and abilities of participants and/or audience <p>Where young people are working as a team, they should also:</p> <ul style="list-style-type: none"> • Ensure that each young person takes responsibility for a specific leadership area throughout the arts project 	
<p>Unit 2: Arts leadership</p> <p>Part B: Plan the practical issues</p> <p>Young people should include plans covering the practical aspects of the project and take into account the needs of the participants/audience, resources required and</p>	<p>A project plan and any other relevant evidence/notes</p>	<p>The more detailed the plan is the more you will be able to demonstrate and reflect on for your review:</p> <p>Planning their arts leadership project Detailing but not limited to:</p> <ul style="list-style-type: none"> • the creative purpose of the project • who the project is for (who will be the audience) • how to share arts activities and skills with others • practical issues • timescales • how you will promote the project • how you will recruit participants 	

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how they will identify and measure development of their leadership skills throughout.		<ul style="list-style-type: none"> how you will deliver the project resources you will need to deliver the project your role in emergency situations how you will collect feedback how you will evaluate your ongoing leadership development <p>See page 19 of the Silver award young people's guidance booklet for detailed guidance on what to include</p>	
<p>Unit 2: Arts leadership</p> <p>Part C: Effective arts leadership</p> <p>(Pg 38 Bronze, Silver, Gold toolkit)</p> <p>Young people deliver the project, making adjustments where necessary and demonstrating how they are developing and applying their leadership skills. They also demonstrate that they can lead arts activities through offering creative suggestions and solutions, help, direction and support.</p>	<ul style="list-style-type: none"> Evidence of project delivery Ongoing reflection on where and how they are developing and applying their leadership skills during project delivery 	<p>Delivering their arts leadership project</p> <p>Evidence for these parts could include:</p> <ul style="list-style-type: none"> video footage, recordings, photos, diary entries logging the progress, printed materials, programme notes, website pages, CD's, details of meetings and discussions, to name just a few <p>They must also include:</p> <ul style="list-style-type: none"> evidence of how they have offered appropriate help to others, taking account of participants' needs evidence showing they have understood the limits of their role and responsibilities evidence of relevant health and safety issues how they are applying their leadership skills throughout the project how they are adapting their plans where necessary 	

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<p>Unit 2: Arts leadership</p> <p>Part D: Working effectively with others</p> <p>(Pg 39 Bronze, Silver, Gold toolkit)</p> <p>Young people show they are working effectively with others involved in the project including other team members (where appropriate), participants, their adviser and other people. They collect feedback and reflect on how effectively they are working with others. They record aspects of their delivery which shows how they are developing their leadership skills and handling situations appropriately.</p>	<ul style="list-style-type: none"> How they are working with others How they are resolving problems that arise How they are collecting feedback from others both about the project and their leadership and communication skills 	<p>Working with others</p> <ul style="list-style-type: none"> Demonstrate how they have co-operated and worked well with others How they are communicating in different situations Show how they have made and kept commitments to others Describe how they reacted and dealt with problems <p>What will they do?</p> <ul style="list-style-type: none"> Record and describe feedback collected Demonstrate that they know where to get ongoing advice and support from 	
<p>Unit 2: Arts leadership</p> <p>Part E: Review the project and leadership role</p> <p>(Pg 40 Bronze, Silver, Gold</p>	<p>A review of the project in any format</p>	<p>The report should include feedback from participants and/or audience and could include (but is not limited to):</p> <ul style="list-style-type: none"> reflection on how they have developed leadership skills reflection on how the project plan worked the overall achievements, successes and challenges of the project 	

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<p>toolkit)</p> <p>Young people carry out a final review of their project, with reference to the leadership skills they stated they wanted to develop, skills they actually developed and applied and what they learnt about leadership overall. The review should consider and evaluate what they learnt from the feedback they've collected from others.</p>		<ul style="list-style-type: none"> ▶ what they have learnt about working effectively with others ▶ what they have learnt from the feedback they've received ▶ what they would do differently in the future <p>See page 19 of the Silver award young people's guidance booklet for detailed guidance on what to include</p>	