

Five day Bronze: an example planning template



This planner supports you to run Bronze Arts Award in five days (or equivalent). This is by no means the only way to deliver this level of the award, but it offers a structure whether your programme runs over five days or five weeks!

The planner splits five days into sessions which you could spread over more days, or use as a basis on which to build further activities. This approach works well for delivery in a week or fortnight programme – or within regular workshops or a project.

NOTE This template does not replace the adviser toolkit that you receive at training! You need to complete Arts Award adviser training before running Arts Award and you should also refer to the relevant section of your toolkit when planning and delivering the award.

Bronze Arts Award has one unit called **enjoying the arts**. Young people can create personal arts portfolios in the format of their choice, or collect evidence in Bronze arts logs (available to buy from artsaward.org.uk/shop) to record their experiences of these activities:

Part A: taking part in an arts activity

Part B: attending and responding to at least one arts event

Part C: researching the life and work of an artist or craftsperson that inspires them

Part D: sharing an arts skill



The Brooksbank School photo Paul Maven

This planner proposes that you spend one day on advance preparation followed by five days of activity, portfolio work and adviser assessment, followed by moderation.

Day 0	Day 1	Day 2	Day 3	Day 4	Day 5	Moderation
Planning and preparation	Prepare arts logs/ portfolios and complete Part C	Complete Part B	Complete Part A	Complete Part D	Complete arts logs/ portfolios and assessment report forms	Moderation of portfolios/ arts logs (standard on-site, joint or postal moderation)

After moderation, plan your certificate presentation to celebrate young people's achievements.

Certificates will be sent 4-6 weeks after your moderation date if the invoice has been paid in advance.

Day 0

It's all in the planning!



Arts Award runs smoothly if you spend time preparing the experiences you want to offer and ensuring they fit Arts Award's criteria.

Planning for the arts activities:

- ▶ Prepare Part A – take part: schedule a half-day creative workshop or taster sessions with emphasis on young people trying new arts skills
- ▶ Prepare resources, eg digital camera with compatible photo/colour printer, scrapbooks/portfolio folders/Bronze arts logs or online portfolio platform e.g. Artsbox* for each young person, pens, paint, glue, scraps for customising scrapbooks, access to internet and library for research
- ▶ Prepare Part B – be the audience: Pre-book attendance at an arts event, this could be external or at your own venue, (eg book performers to come and visit your group to perform – this might be an older group you work with)
- ▶ Arrange any relevant consent forms and transport for visit
- ▶ Prepare assessment report forms; make sure there is an assessment report form for each young person. If using Artsbox, assessment report forms are within the system ready to complete

8 weeks before:

- ▶ Book a postal moderation, moderation visit or place on a joint moderation. When requesting your moderation, you must indicate in the 'Contextual information' box if there are Artsbox portfolios within your group by quoting 'Artsbox moderation'. Cost varies depending on numbers of young people and type of moderation, more information at www.artsaward.org.uk/moderation
- ▶ Order young people's Bronze Arts Award guidance booklets or logs (discounts for five or more) from www.artsaward.org.uk/shop

***Artsbox** is a digital portfolio space and app where children and young people can record and share their arts experiences and work towards an Arts Award. www.artsbox.co.uk

top tip Build in time to check portfolios as you go along – don't wait until the end! Where possible, fill in assessment report forms as each section is completed.

top tip If you're already in touch with your group, encourage young people to prepare for their Arts Award. Ask them about the arts activities they'd like to do or the event they'd like to go to, get them to think about people in the arts they admire, review anything they've been to, think about things they've done in the arts before, watch something particularly relevant on TV...



Day 1

Arts Award portfolio and Part C – arts inspiration



This day has been split into **four sessions**, which could be delivered separately.

Introduction

Give out young people's Bronze guidance booklets/arts logs. Discuss Bronze Arts Award with your group, explaining the four parts. To achieve their Arts Award they need to collect evidence and keep a record of what they do, and this can be a personalised, creative element of the award.

Session 1: Creative portfolio planning

Make or customise a Bronze arts log/portfolio, which could be a diary, scrapbook, digital pages, or video/audio recording. Artsbox and the Artsbox app make collecting and collating evidence easy and fun.

Create an introduction and reserve space for an index to be completed later. Explain that over the course of doing their Arts Award, examples of work will be written/pasted/recorded/uploaded to keep a record for Parts A, B, C, and D. The portfolio can be as creative as resources allow. As it grows through the five days it may end up containing photos, a pocket for a DVD, examples of work, etc.

top tip Enthuse your group about creative record keeping! It's not always necessary to write a lot – you could use diagrams, mind maps, thought/speech bubbles on photos, colour coding, etc.

top tip Encourage young people to be like detectives and collect evidence eg tickets, programmes, friends' comments, thoughts and doodles on work in progress, etc.

idea Introduction page could be a self-portrait/photo, eg all about me, what I like, what I don't like, name, age, what I'm good at/not so good at.

Session 2: What is art?

A short group discussion or exercise to prepare young people for selecting their own arts inspiration for Part C.

idea Young people investigate the room they are in today. How many art forms can they find? What's on the walls, on the shelves, in the books, on them? (Eg furniture design, photography, fashion design, literature, visual arts, music & film on their phones.) In groups or pairs ask everyone to discuss and identify their favourite art forms – do they know the names of any artists? Everyone identify their own arts inspiration.



Royal Borough of Kensington & Chelsea photo Paul Mavren

PART C Evidence collection point: make lists, diagrams, photos or illustrations of art forms and record them in portfolios.

Session 3: Part C – arts inspiration – individual research

Ask everyone to work individually – use all research methods available to find out as much as they can about their arts inspiration, focusing on their work and career as an artist or craftsperson. They could use the internet, the library, books, email interviews. Encourage them to find out something they didn't already know. Prompt questions might include: Why are you inspired by them? Where did they learn their art form, or train? When did they start? What have they produced?

PART C Evidence collection point: put evidence of research and where it comes from into portfolios or Bronze arts logs (eg printed downloads with key facts circled, notes from books with book title/author referenced, or web pages with personal commentary and links).

top tip An arts inspiration must be a human being, dead or alive. Fictitious characters eg animation/film characters are not accepted. If fictitious characters are initially chosen, encourage students to find out about the artist behind that character eg Matt Groening for Bart Simpson, Sylvester Stallone for Rocky: Remember this is an ARTS inspiration.

Session 4: Part C – arts inspiration – summarise and communicate

Participants present a summary of what they've found out about their arts inspiration. This could be a poster representing the life of the person, a 'this is your life' booklet, a PowerPoint presentation, a cartoon comic strip, a fan website. The summary should include a reflection on what inspires them about the artist/craftsperson's work.

PART C Evidence collection point:
put summary
in/with portfolios.

HOMEWORK

Young people may want to carry on with their arts inspiration research at home. Check progress and ensure work is completed before final session on day five.



Northwest Arts Award celebration photo Nigel Hillier

Day 2

Part B – explore the arts as an audience member



This day has been split into **three sessions**, which could be delivered separately.

Session 1: Part B – be the audience – experience at least one arts event as an audience member

Pre-arranged trip or in-house visit for participants to experience an arts event. Alternatively you can use in-house artists/practitioners to come and perform to the group.

top tip If any of your group have recently been to see arts events with family/friends, encourage them to review these too, but they must have evidence of attending.

idea Trip to gallery/exhibition, theatre or festival event.

PART B Evidence collection point: put evidence of audience experience in portfolio/Bronze arts log – young people should keep any tickets/programmes/posters, or a photo of themselves/group at the venue.

Session 2: Part B – be the audience – share personal reflection

Group session for young people to share what they thought. Everyone needs an opportunity to present what they liked/didn't like about the event. This can be done in pairs if it suits the group size or needs of the participants better. The personal reflection also needs to be recorded in the portfolios/Bronze arts logs (eg through written or recorded comments, annotated photos).

idea Provide refreshments (lunch or afternoon tea) and have small group discussions. Take photos of groups and ask participants to annotate to describe what took place, or record discussions on film.

PART B Evidence collection point: put evidence of personal reflection and how it was shared in portfolios/Bronze arts logs.



Bigfoot Arts Centre photo Rob Walker

Session 3: Preparation for Part D – passing on arts skills to others

THINKING HOMEWORK!

What creative/arts skills have you got – and could you pass these skills on to someone else by leading an activity?
If you can't think of anything, what new skill might you learn when you take part in our arts workshop – and how would you pass that on?

Day 3

Part A – explore the arts as a participant



This day has been split into **two sessions**, which could be delivered separately.

If you have more than five days you will probably want to offer more time for taking part in activities.

Session 1: Part A – take part – workshop/taster sessions

Young people take part in pre-arranged workshops/taster sessions. Make sure appropriate evidence is collected, eg photos, description of activities, participants' diary notes/comments. The final product could be included if appropriate.

PART A Evidence collection point: put appropriate evidence of taking part in portfolios/Bronze arts logs, eg photos, copies of any work produced, sound recordings etc.

Session 2: Part A – take part – portfolio exercise

Young people present evidence of the arts skills they have learnt/improved, eg create thought or speech bubbles to stick around photographs, an arts diary, or self-portraits of themselves taking part.

PART A Evidence collection point: participants reflect on what they've been doing, what new arts skills they've learnt, and what they might want to try in future.

**'I loved every minute of the Arts Award!
There is such a variety of things to get
involved with! It's given me a great deal
more confidence, and the boost I need
to go further in my arts skill.'**

Emilie, West Sussex



St Charles Group photo Paul Mavren

Day 4

Part D – arts skills share



Young people plan to pass on their arts skills to others by leading a short workshop or presentation which includes an explanation of their skills. They review and reflect on how it went, and get feedback from other people.

Session 1: Part D – arts skills share – plan

Each young person plans their own simple arts skill sharing lesson or demonstration. They could deliver a mini interactive workshop session to each other in pairs, or pass on skills to small groups of younger participants. Participants could use a new arts skill they learnt when doing Part A, or an arts skill or secret arts talent they already have.

PART D Evidence collection point: keep any session plans/notes, or planning information. Lesson plans can be simple diagrams or mind maps. Add to portfolio/Bronze arts log.



Session 2: Part D – arts skills share – deliver

Participants deliver their arts skills share session by getting into pairs or small groups and taking turns to be the leader or the learner.

PART D Evidence collection point: photo of session, or other evidence (eg work/feedback produced by young people in 'learner' role).



Session 3: Part D – arts skills share – reflect/review

How did it go? Everyone creates their own simple report on how their skills sharing activity went.

PART D Evidence collection point: evidence of review in portfolio. It doesn't have to be written – it could be a diagram, graph, audio, video, etc.



Day 5

Complete portfolios/
Bronze arts logs and
start assessments



Everyone can now finish their portfolios/Bronze arts logs – get your group to organise their work and complete the index so it is easy to find each part. Make sure they have labelled and/or linked to Arts Award parts A, B, C and D. The advisers should start completing assessment report forms, checking portfolios in small batches.

Prepare for moderation:

Please refer to the Arts Award Bronze/Silver/Gold moderation top tips at www.artsaward.org.uk/moderation for detailed guidance about moderation. The adviser should organise a room for moderation (if on-site), all portfolios should be presented, and all assessment report forms must be completed and attached to the portfolios/arts logs. If using Artsbox, assessment report forms are within the system ready to be completed.

Good luck!

Please remember

This is just one suggested approach for delivering Bronze Arts Award in five day-long sessions. You can use it to stimulate ideas of how you might develop your own timetable. Advisers run Bronze in many different ways, from embedding Arts Award in a year-long project to running after-school clubs, from small groups up to whole-year groups.

There are plenty of case studies on the Arts Award website – plus templates and resources.

Finally...

If you use this template to help plan your own Bronze in five days, please let us know how useful it is. And do get in touch if you have any top tips of your own so we can share them with others!



British Museum Group photo Paul Maven

www.artsaward.org.uk

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