

## Museums can... work for Bronze Arts Award

Here are some examples in the style of the Arts Award Adviser Toolkit that show how children and young people can use museums and heritage sites for each part of their Bronze Arts Award.

### part A examples

A school group takes part in a workshop at the local museum about the first world war. They see objects from the trenches, find out about the conditions soldiers lived in and look through the museum's photographic collection. When they return to school they work in groups to use what they found out to design and make their own war memorials.

**pass:** the young people's memorials show a basic understanding of design involving sculpture or graphic design, for example and they each have evidence of the design process including a summary of the design skills they have learnt and/or improved

**below pass:** the young people would not reach Bronze level if their design just shows a list of names and has no creative aspect to it

A group of young women are taking part in a summer project at a museum with a costume collection. They learn about the costumes and how they were made, and design and make their own dresses. They use captioned photographs to show how their work develops from a paper sketch into a dress.

**pass:** the portfolios show how the young women have developed their dress-making skills. Their captions and photographs show how their creative skills have developed through taking part in the project.

**below pass:** the young women would not reach pass at Bronze level if they do not take part in the dress making workshops, or do not keep evidence of how they have developed their artistic skills.

### part B examples

A young woman goes to an exhibition about the discovery of Tutankhamen's tomb. She takes photos and collects information about the exhibition. When she gets home she writes about her visit on her blog.

**pass:** the young woman writes about how the objects were displayed, the way lighting was used in the exhibition, and the crafts and techniques used to create the artefacts she saw. She chooses the death mask as her favourite object and describes why she likes it as a work of art.

**below pass:** the young woman writes about how the objects were found and their history. She explains she enjoyed the exhibition because it taught her about life in Ancient Egypt.

A youth club goes on an outing to an outdoor industrial museum. They interact with costumed staff involved in activities such as printing, tram driving and mining. The young people take photographs of each other with the staff and collect information about the museum. The next week they each make posters about what they saw and talk about them.

**pass:** the young people talk about the architecture and design of the museum site. They discuss the 'performances' of the costumed staff and their response to them. Their posters describe the artistic / creative aspects of their visit and its impact on them.

**below pass:** the young people talk about their visit in terms of the places they went and activities they saw. They are not able to comment on the performance aspects of the costumed characters, or the design of the museum. Their posters show photographs and other material they collected but no reaction to the visit.

### **part C examples**

A school group visit an ethnographic museum as an end of term Arts Award Week. The students are inspired by the objects they see and want to find out more about the people who made them. They each chose an object and use the museum's online resources to research the craftspeople and the techniques used to create it. They create Powerpoint presentations of what they discover and put copies in their portfolios.

**pass:** the young people use the museum's on-line resources to research the craftspeople who made the objects and the techniques and materials they would have used. They take a creative approach to sharing their research.

**below pass:** the young people find out about the cultural background and importance of the object but do not include information about the creative work involved in the creating the object.

A young man is interested in cars and visits a motor museum. He discovers who designed his favourite car in the collection and decides to do some further research about him. He keeps a blog of what he finds out.

**pass:** the young man's research focuses on the creative element of the designer's work, looking at how he took influences from everyday objects and the ways that the materials used and technical requirements influence the appearance of vehicles. He finds out what training the designer undertook.

below pass: the young man's blog focuses on the technical aspects of the designer's work. He describes the engine specifications, speed and power and only lists the companies the designer has worked for and the models he has designed.

## part D examples

### Option 1

A young man volunteering at his local museum helps an artist brought in to run a drop-in print making workshop for children. The artist and the young man work together to plan a session based around some of the Japanese woodcut blocks in the collection. During the drop-in session the young man assists the artist by helping participants ink and print their work. He asks another volunteer to take some photos and discusses how it went with the artist.

**pass:** the young man shows his art form understanding by communicating with participants and showing them what to do. He demonstrates practical skills in print making and reflects on how it went during his discussion with the artist.

**below pass:** the young man waits for the artist to tell him what to do and does not communicate with the children taking part. He is unable to help them to create their own prints.

### Option 2

A young woman has been involved in creating a children's leaflet for a museum Youth Panel's exhibition. She wants to pass her skills on to a group of young people involved in a summer project and works with her adviser to plan a workshop around how to make a leaflet that will appeal to children about the stories of the objects. A member of the learning team videos the workshop and she puts a copy of this and her plan into her portfolio.

**pass:** the young woman shows her understanding of how to produce a leaflet that will appeal to children and tells the stories of the objects. At the end of the workshop she records how well she passed on her arts skill.

**below pass:** the young woman focuses on the need for factual information about objects in an exhibition leaflet. She does not demonstrate the creative elements or artistic skills involved in the design of the leaflet.

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If you are unsure about how an activity fits with Arts Award please contact our Sector Support team [support@artsaward.org.uk](mailto:support@artsaward.org.uk) / 020 7820 3383