

## ARTS AND CULTURAL RESOURCE – School libraries

### How do I run Arts Award in my school library?

Here's an overview of how Arts Award could be run by a school librarian, including some frequently asked questions and an example of what your Bronze Arts Award programme might involve. The school is fictional, but the questions are real ones posed by Arts Award advisers.



#### School library

##### Organisation profile

A secondary school library whose remit is to encourage and support students' reading, creative writing and research skills, especially at Key Stage 3. Year 7 students have one timetabled library lesson each fortnight and the library runs a programme of lunchtime and after-school clubs.

##### Current project

The school librarian is running the CILIP Carnegie and Kate Greenaway Medal Children's Book Awards shadowing scheme with a group of Year 7 and 8 students during weekly after-school sessions.

[www.carnegiegreenaway.org.uk/shadowingsite/groupleaders/resources.php](http://www.carnegiegreenaway.org.uk/shadowingsite/groupleaders/resources.php)

## Questions around delivering Arts Award

**Q** This is an after school activity. How can we make sure it doesn't feel too much like school for the students taking part?

**A** It definitely doesn't need to feel like lesson time - you set the tone of the sessions and the approach to young people's creative journeys. You can tailor your project to suit the interests and abilities of the young people you work with. Arts Award portfolios and logs can be created in any format, so students can evidence the activities they take part in using media such as photos, posters, video, sketchbooks and online tools such as Artsbox.



**Q** We have to read the books on the Carnegie list in a limited time, so will there be time to deliver Arts Award as well?

**A** Set aside some time to plan in advance and scope out how the activities you have planned could fit with Arts Award (see below for some ideas). You can factor time into each session for recording evidence in portfolios or logbooks. When your project is finished, the Arts Award assessment report form is one page only and consists of tick boxes and a chance for the adviser to note a few examples of how the young person has met the assessment criteria. Resources to support planning, delivery and assessment are available for advisers to download from the Arts Award website.

## Delivering Bronze Arts Award in a school library setting – possible programme ideas

The following programme suggestion is just one example of how Arts Award might be delivered. We recommend having a look at the Arts Award guide and the Bronze activity mapping resource at [www.artsaward.org.uk/schools](http://www.artsaward.org.uk/schools) before reading this, to get an idea of the Bronze Award structure. When you're ready to go, book yourself or one of your team onto Arts Award adviser training.

Bronze section	Session activity	Additional activity for workshop leader	Additional activity for participant
<b>A explore the arts as a participant</b>	Young people identify one of the Carnegie or Kate Greenaway books they like through group discussion Young people choose a creative activity based on their choice, such as writing a story in the style of the author, illustrating a book cover, or devising a short piece of drama based on a situation in the book Young people reflect on what has been learned and what they enjoyed	Lead an activity which maps the group's interests and what they want to achieve, eg mind map, post-it notes, recordings Use Watch, Listen and Read section of the Shadowing website as a resource for creative ideas Take photos of the session for young people's portfolios	Young people record their experiences and what they did for their portfolio, eg <ul style="list-style-type: none"> <li>Note on why they chose their activity</li> <li>Copy of their writing or book cover design</li> <li>or video of their drama piece or script</li> <li>Comments on what they learned and enjoyed</li> </ul>
<b>B explore the arts as an audience member</b>	Young people listen to the online author talks on the Shadowing site (Watch, Listen and Read) or attend a reading by a visiting author or a visiting illustrator who talks about their work. Young people review their experience and share their review, eg on line on the Shadowing website, or by reading it to the group	Offer some tips for writing reviews Organise additional readings or visits where appropriate Facilitate discussion or sharing activity	Young people record evidence for their portfolio, including: <ul style="list-style-type: none"> <li>Evidence of attending a reading or event</li> <li>Personal reflection</li> <li>Evidence of sharing their review</li> <li>Young people share their experience with others: <ul style="list-style-type: none"> <li>Through a review (paper-based) or</li> <li>online link or</li> <li>recording</li> </ul> </li> </ul>
<b>C arts inspiration</b>	Young people research Shadowing scheme authors/writers/illustrators or any artist of their choice.	Give guidance to young people on research and stimulate thinking around artists they admire.	Young people research an artist they admire and record their findings, including a summary, notes, or a timeline.
<b>D arts skills share</b>	Young people choose one of the Kate Greenaway books, practise reading it and find out 2 or 3 facts about the author, illustrator or the story. They lead a workshop on reading aloud within the group or with other peers. Possible extension: Students visit a local primary school and read aloud to younger children.	Capture evidence of the session on video, sound recording or photographs Facilitate the visit to the primary school, if appropriate	Young people record a plan of their activity. Place the plan with a record of the skill-sharing and a reflection on how it went in their portfolios.
<b>Portfolio session</b>	Short session for whole group to finish off their portfolios for assessment. The adviser begins assessing completed portfolios.		
<b>Portfolio assessment</b>	Session for adviser to complete any assessments and fill in report forms for moderation.	We recommend that portfolios are continually assessed as the project progresses. NB Book your moderation at least eight weeks in advance	