



Arts Award and History

Linking Arts Award and the
History curriculum at Key Stages 1-3

What is Arts Award?

Arts Award is a range of unique qualifications that supports anyone aged up to 25 to grow as artists and arts leaders, inspiring them to connect with and take part in the wider arts world through completing activities in an art form or art forms - from fashion to digital art, pottery to poetry.

Offered at five different levels, **Discover**, an introductory award, and **Explore**, **Bronze**, **Silver** and **Gold**, young people get to:

- discover the enjoyment of creating and participating in any art form
- develop their creativity and leadership skills
- learn new skills and share them with others
- gain experience and knowledge to progress into further education and employment

Throughout the awards journey young people take part in arts activities, find out about artists and share their experiences with other people. At the higher levels young people also develop their arts leadership skills. At each level young people complete a log book/portfolio, collecting evidence of their arts experiences as they go along.

Completing an Arts Award can act as a motivator for young people who may be struggling to engage in class and can be a great way of providing evidence of measurable impact for pupils in receipt of the Pupil Premium. Conversely, offering Arts Award can provide stretch and challenge opportunities to more able students, as well as linking effectively to existing extra-curricular opportunities such as a lunchtime club, school production, choir or the **Duke of Edinburgh Award**.

Some ways that Arts Award can benefit your school are...

- The award can be used to structure cross-curricular projects and can support engagement in non-arts subjects. The flexible framework, especially at Discover, Explore and Bronze, lends itself well to curriculum delivery and can be embedded into schemes of work across subject areas. For example, Arts Award at all levels can be used to deliver writing for different purposes and audiences in English.
- Arts Award offers schools the opportunity to demonstrate they are providing a broad and balanced curriculum at all Key Stages.
- The arts are recognised by many schools as a way of enhancing students' Spiritual, Moral, Social and Cultural (SMSC) development, as defined by Ofsted evaluation framework 2019. Arts Award can help to demonstrate the SMSC development of students, the effectiveness of leadership and management, and assessment and outcomes for children and learners.
- Offering Arts Award can also contribute to achieving **Artsmark** status, which is a nationally recognised sign of commitment to high quality arts and cultural education.

This resource is not exhaustive but aims to support advisers who wish to embed some topics or themes from the History curriculum into their Arts Award delivery. You will find some ideas and suggestions for how you might link Discover, Explore and Bronze to the National Curriculum **History programmes of study** for Key Stages 1, 2 and 3. However, there are no doubt many more ways that you can link your schemes of work in these areas.

You will also find some links to other resources or blog posts that you might find useful or might inspire some ideas for your Arts Award delivery.

Key findings of Impact Study

There are five key areas where Arts Award has been found to have a positive impact on young people, as shown through the results of our three-year **impact study** led by London South Bank University.

Life Skills	Of the many positive impacts that Arts Award can have on young people, a key area is the development of skills transferable to the world of work, such as increased confidence, leadership and organisational skills.
Accreditation	Arts Award is a highly respected and universal qualification, based on sound approaches to teaching and learning.
Arts Choices	Arts Award influences young people's choice of subjects and supports successful applications for further study.
Entrepreneurial Skills	Completing an Arts Award encourages independent learning, creativity and communication skills; all vital for a career as a freelancer or arts professional or for careers beyond the arts.
Creativity for Life	Arts Award develops young people from all backgrounds as creative artists and arts leaders, nurturing their understanding of routes to education and employment in the creative and cultural sector.

Cover photo: Brookfield Community School



Photo: Abbey Catholic Primary School

Discover

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| Part A: Discover | Take part in a range of activities in order to widen their experience and understanding of the arts. |
| Part B: Find out | Find out about at least one artist and their work in order to develop their understanding of arts practice. |
| Part C: Share | Share with others what they enjoyed and learnt through the award. |

Arts Award Discover is designed for ages 5-9 (particularly for Key Stage 1 and lower Key Stage 2) but is open to anyone aged up to 25. The below examples link Discover to the Key Stage 1 History curriculum, but it could also be linked to Key Stage 2, as in this example of a Discover project based around **Hadrian's Wall** with a Year 3 group.



Links with Key Stage 1 History

Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]

Taking part in arts activities linked to their different topics is an exciting and interactive way for your young people to explore events beyond living memory that are significant nationally or globally. Participating in these arts activities can also count towards Discover Part A. For example, there are many arts activities you could link to learning about the Great Fire of London:

- ▶ Your group could learn some of the songs written about the event such as 'London's Burning' and perform them in an assembly.
- ▶ Or you could create a piece of visual art of the Great Fire, perhaps you could experiment with different painting techniques such as marbling paint?

You could also explore festivals and anniversaries through the arts, for example:

- ▶ Your students could learn about textiles and design by sewing felt poppies, when learning about Remembrance Day.



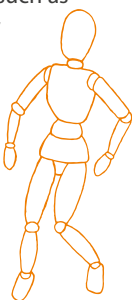
The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.

Looking at the lives of significant individuals in the past could inspire some creative arts activities. As well as enriching your students learning experience, this can also meet criteria for Part A. For example:

- ▶ Link craft and design to learning about Neil Armstrong by creating a model of our solar system. Create different sized planets from clay, and once they have air dried your young people can paint them. A cardboard box painted black can be a good way to display their solar system.
- ▶ You could explore digital art forms when looking at Tim Berners-Lee. This [Digital Discover](#) project might give you some ideas.
- ▶ If you are learning about the artist LS Lowry you may be able to link both Part A and B to this topic; you could find out about Lowry and his work for Part B, and look at and recreate some of [Lowry's](#) paintings for Part A.

While investigating the lives of significant individuals, you can also look at the arts and culture of the time period they lived in, in order to compare aspects of life in different periods. For example, when looking at Queen Victoria you could:

- ▶ Learn and perform some popular Music Hall songs such as 'Daisy Bell (A Bicycle Built for Two)'; this would allow your students to explore the popular culture of the time, and participate in an arts activity for Part A.
- ▶ Or, your students could find out about famous Victorian painters such as Rossetti and Mallais, and their work, for Part B of their Discover award.



Significant historical events, people and places in their own locality

- ▶ When learning about local history you could take your group on an arts walk around the local area to your school – what art forms can they identify? Is there interesting architecture, design, street art or any other form of art or creative activity which they can pick out? You may need to create a worksheet to help prompt younger children. This could help your group to understand how the arts connect to their lives, and can also tie into KS1 and 2 Geography programmes of study, with identification of local landmarks, the use of maps and compass terminology.
- ▶ Visiting a local museum or gallery is a great way to learn about significant local events, people or places, and also achieve criteria for Arts Award. With the work your students produce maybe you could [create a museum in your classroom](#).





Photo: Ancient House Museum of Thetford Life

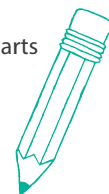
Explore

Part A: Take Part	Take part in arts activities to extend their experiences and understanding of the arts and to develop art skills.
Part B: Explore	Explore the work of at least one artist and one arts organisation through live or active experience.
Part C: Create	Create a piece of art work to demonstrate arts skills and record the process of making their art work.
Part D: Share	Looking back at the activities they undertook for Parts A, B and C, young people choose an activity/experience which best reflects their personal enjoyment and/or achievement while undertaking the award. They share with others details of what they enjoyed and/or achieved and why.

Arts Award Explore is designed for ages 7-11 (particularly for upper Key Stage 2) but is open to anyone aged up to 25.

Links with Key Stage 2 History

The History curriculum at Key Stage 2 can inspire lots of arts activities for your students to take part in, create and explore. The below ideas could work well for Part A or C depending on the focus of the sessions and what skills are being developed.



Changes in Britain from the Stone Age to the Iron Age

- While learning about the Stone Age you could look at different examples of 'cave art'. You could discuss what the images mean and how this art would have been created, for example there were no paint brushes so people would have used their fingers. Your students can then create their own 'cave art' - this could be individual art pieces or you could turn your whole classroom into a cave using rolls of kraft paper!
- Your students could explore sculpture by building a model Stone Henge using clay, card, or salt dough. If you want to do a bigger project maybe the whole class could build a model Stone Age village, you could use Skara Brae as your inspiration.

Britain's settlement by Anglo-Saxons and Scots

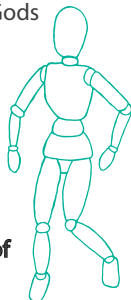
- Explore ceramics by looking at examples of Anglo-Saxon pottery with your group. Your students can design and make their own bowls or jugs out of clay, using design details from the examples they have seen. Once their pottery has air dried your students can paint or glaze them.
- The Anglo-Saxons were famous for their jewellery and brooches, you could learn about the craft of jewellery making by asking your group to design and make their own Anglo-Saxon jewellery. For example, you can use paper-mache to make 3D brooches.
- If you are reading Beowulf as a class, why not support your students to devise a performance based on characters or

events from the story.

For some inspiration look at how one school linked Arts Award to their study of [The Anglo Saxons](#).

The Roman Empire and its impact on Britain

- There are lots of visual arts and crafts you could explore while learning about the Roman Empire, for example your students could design and create their own mosaics. Check out these [great resources](#).
- Roman Gods and Goddesses can inspire exciting art activities; your young people could draw or paint some of the Gods and Goddesses, imagining what they would look like, what they would wear etc. Maybe they could even create their own modern-day equivalents?
- Your young people could do some creative writing imagining life for a Roman Centurion posted in Britain.



The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

- Develop your students' design skills by creating a Viking longship out of classroom art supplies like paper and card. Or your young people could design and make their own Viking sword and shield.
- If your young people are learning Viking runes, why not challenge them to write a poem using runes? If you wanted to extend this you could look at different types of poetry such as riddles, narrative poems, or free verse poems using the Vikings as the subject of their poetry.

The achievements of the earliest civilisations

- Your young people could participate in some whole class drama and role play, imagining they are the first people to open and enter an Egyptian pyramid in thousands of years. What would they see and find inside? Remember to take pictures of them participating for their log books!
- Your students could develop their craft and design skills by designing a Pharaoh's Headdress, or making an Egyptian Amulet from salt dough, like in [this example](#).



Ancient Greece – a study of Greek life and achievements and their influence on the western world

- Incorporate drama and storytelling into this topic by devising a performance based upon an Ancient Greek play or myth. They could do this in small groups, and perform for each other, or maybe perform their pieces for the rest of the school during an assembly. This [resource](#) may help with your planning.
- Your young people could also design and make their own Ancient Greek masks and wear them during the performance, as they would have done in the Greek theatre.

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

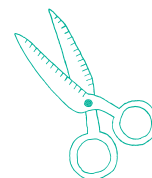
- Your students could do a piece of creative writing imagining life during a significant turning point in British history, such as the Battle of Britain. Or they could develop their understanding of journalism by writing a newspaper article describing the event.
- If you are looking at changes in an aspect of social history, such as leisure and entertainment in the 20th Century there is a huge wealth of films, music, television, and other art forms that your young people could explore. You could link Part B to this topic by finding out about the work of a significant artist or arts organisation.

A non-European society that provides contrasts with British history

- A great way for your students to further their understanding of a non-European society is to explore the arts, culture and literature of the chosen society. They could look at the work of an artist or arts organisation that is influenced by, or working in, a related cultural art form for Part B.

A local history study

- Is there a local arts centre, library, gallery or museum you can visit to learn about local history? Through visits like this you can achieve criteria for Arts Award, as well as enriching your students learning about local history.



To identify local arts organisations for young people to visit you could look at our [Arts Award Supporters](#) for ideas.



Photo: Thomas Estley Community College

Bronze

Part A: Explore the arts as a participant Develop interests, knowledge and skills through active participation in any art form.

Part B: Explore the arts as an audience member Experience at least one arts event as an audience member.

Part C: Arts Inspiration Research into the work of an artist/craftsperson that inspires them.

Part D: Arts Skill Share Passing on arts skills to others.

Arts Award Bronze is designed for ages 11-14 but is open to anyone aged up to 25.



Links with Key Stage 3 History

The development of Church, state and society in Medieval Britain 1066-1509

Exploring the culture of this time period, such as art, architecture and literature, provides you with lots of opportunities to link Arts Award to your curriculum.

- While learning about the Norman Conquest you will probably look at the [Bayeux Tapestry](#), perhaps your young people could create their own tapestry, exploring textiles and embroidery for Part A at the same time.
- Our [Eight ways you could deliver Bronze webinar](#) explores linking Arts Award to the curriculum, and includes an example from one school who enlivened their history lessons by linking the Black Death to their Bronze Part A, by using stop frame animation. The young people developed a script, learned filming techniques and applied sound and effects, in order to create a short film illustrating what they had learnt about the plague.
- You can help your students get to know the key figures in the War of the Roses by studying and replicating their portraits, looking at techniques and styles used by the artists of the time,

for Part A.

- ▶ Performing one of Shakespeare's four plays about the War of the Roses (Henry VI Pt.1, Henry VI Pt.2, Henry VI Pt. 3, and Richard III) is a great way to bring history to life, and it could also help your students achieve Bronze Part A. For Part B they could watch a stage or film version and review it.
- ▶ Perhaps you could view the Shakespeare and the Plantagenets display at the [National Portrait Gallery](#), your students could write a review of the exhibition for Part B.

Read about some examples of embedding [Shakespeare into Arts Award](#).

The development of Church, state and society in Britain 1509-1745

- ▶ Studying artists whose work depicted this period (such as William Hogarth and William Larkin) could be linked to active participation for Part A (eg. exploring techniques and styles used by artists from the time) and being an audience member for Part B (eg. learning about the period by watching a play or visiting an exhibition of art work).
- ▶ The Renaissance period is famous for the art, literature, architecture and theatre produced during this time, providing plenty of opportunities to embed Arts Award into your delivery of this topic.
- ▶ The Restoration of the monarchy also brought about the restoration of the theatre. Your group could perform a Restoration [comedy or drama](#) for Part A, or research a writer of the time such as [Aphra Behn](#), one of the first female professional playwrights, for their Part C.

Ideas, political power, industry and empire: Britain, 1745-1901

- ▶ Exploring arts, culture and literature from this period is a great way to learn more about the time, including the depiction of society, political power, industry and the British Empire through the arts. You could also explore arts, literature and culture throughout the empire and the impact of empire on arts and cultural identity in countries under British rule.
- ▶ Perhaps while studying the Enlightenment you could also look at the wider culture of the time by examining Queen Anne architecture or furniture for Part A? Take a look at this guide to [exploring architecture with Arts Award](#).
- ▶ While studying topics like the American War of Independence or the French Revolution you could take a look at contemporary popular depictions of these time periods, such as 'Hamilton' or 'Les Miserable'. You could listen to some songs from the soundtracks, and have your young people write their own songs inspired by the historical events for Part A. Or you could even go and see a live performance and review this for Part B.
- ▶ If your students are learning about Ireland and Home Rule, there are many Irish folk songs from this period that you could listen to and review for Part B, giving your young people a deeper understanding of people's feeling and responses to



historical events.

Challenges for Britain, Europe and the wider world 1901 to the present day (including the First World War)

- ▶ Depictions of the First World War in film and literature would help widen your student's understanding of the period, while also allowing them to experience an arts event for Part B. Read about some of the Arts Award projects completed to mark the [centenary](#) of the First World War, or this case study from [Carre's Grammar School](#) might inspire you.
- ▶ There are lots of [books](#) and [resources](#) about the Women's Suffrage movement you could read with your class. Perhaps you could encourage your group to do some creative writing inspired by their learning for Part A?
- ▶ While studying the Second World War you might also look at the arts and culture of wartime Britain investigating, for example, the films, music, and fashion of the time. You could also look at these art forms to examine social and cultural change in post-war British society, and could link this learning to Part A, B or C.

A local history study

- ▶ Your group could investigate the history of arts and culture in your local area. Maybe you could visit a local museum, gallery or heritage site? Your students could learn more about their local area, and also explore the arts as an audience member for Part B. Check out our ideas for [creative responses to school trips](#).
- ▶ Maybe there is a writer, singer, artist, or craftsperson who comes from your local area, that you could research for Part C? Remember this person does not have to be famous, they just have to inspire your young people in some way.

The study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066

- ▶ Incorporate some role play into your exploration of the changing nature of political power in Britain for Part A. For example, your group could 'interview' King John and the Barons about their reasons for signing the Magna Carta.
- ▶ If you are looking at the impact of migration of people to the British Isles you could explore the cultural contributions different communities have made to our national life, this topic could be linked to Parts A, B or C depending on your focus. You may want to link your activities to relevant religious or cultural celebrations, such as Chinese New Year or Notting Hill Carnival. This example of [discovering Windrush through the arts](#) may give you some ideas.
- ▶ If you are looking at Britain's changing landscape you may visit a local museum- this guide discusses how to embed creativity into a [museum trip](#).



At least one study of a significant society or issue in world history and its interconnections with other world developments

Exploring the arts, culture and literature related to the chosen society is a great way to expand your student's learning on this topic. For example:

- There are many influential American artists/singers/directors etc. from the 20th Century that your young people could research for Part B, you could also link this into a discussion of the arts and culture of the USA in the 20th Century, and how this influenced other countries and cultures.
- Examining Russian visual arts is an interesting way to trace the changes in culture during the changing Russian empires c.1800-1989. You could look at examples of paintings as they move from the art traditions of Russia pre-revolution through to Soviet art and propaganda. Your young people could create their own art inspired by the examples they have seen for Part A. You might want to take a look at this information about Russian art from the [Royal Academy](#).

Next Steps

Find out more about [getting started](#) with Arts Award, or book onto to our [adviser training](#).

You will need to apply to become a validated [Arts Award Centre](#) before you can enter young people for Arts Award. Once you have assessed their portfolios, you can enter young people for Arts Award through the [centre portal](#).

If you are selected for moderation we recommend taking a look at the [adviser hub](#) where you will find a number of useful resources, guidelines and checklists to ensure you have everything in place for a smooth moderation.

Consider booking in a [support session](#) with one of our support consultants.

For more articles and case studies that could inspire your delivery have a look at our [blog](#). You may also want to direct your young people towards [Arts Award on Voice](#), our online young person led magazine.

If you have any questions about anything mentioned in this resource, email artsawardenquiries@trinitycollege.co.uk or call us on 020 7820 6178.