

Evidence locator form: Gold Arts Award

A completed evidence locator form must be uploaded with each portfolio.

For guidance on preparing the portfolios and completing this form, see the section 'Preparing for moderation' in the Adviser Toolkit.

Evidence locator forms must be used in conjunction with the toolkit to ensure that evidence requirements are fully understood and that assessment criteria for each level is clearly achieved.

Please save this document using the Candidate's first initial, surname and the Arts Award level, for example: JBloggs_Gold.

Adviser name:

Date:

Centre name:

Centre number:

Young person's name:

Evidence checklist:

Unit/Part	Evidence required	Where evidence can be found eg page/slide number, video time code, audio file, relevant link without password to website/blog etc. (NB: No links to file sharing platforms are permitted).
Unit 1 – Personal arts development		
Unit 1 Part A: Extend own arts practice	Details of their main art form/arts practice	
	Details of the new art form/genre/arts practice and why they have chosen it	
	A skills development plan	
	Evidence of working with a practitioner experienced in the new art form/genre/ arts practice	

Unit/Part	Evidence required	Where evidence can be found eg page/slide number, video time code, audio file, relevant link without password to website/blog etc. (NB: No links to file sharing platforms are permitted).
Unit 1 Part A: Extend own arts practice	▶ Evidence of progress	
	▶ Evidence of the new art work	
	▶ Evidence of sharing the new art work	
	▶ Feedback from others	
	▶ A final review, including reflection on the new skills developed and the influence this has had on their main art form/arts practice	
Unit 1 Part B: Career development opportunities in the arts	▶ Evidence of research into opportunities to participate in the arts	
	▶ A description of what they did on their placement/volunteering/training/workshops	
	▶ Reflection on how the experiences have supported their learning and arts development	
	▶ Comments about their participation from the practitioners leading the placement/volunteering/training/workshops	

Unit/Part	Evidence required	Where evidence can be found eg page/slide number, video time code, audio file, relevant link without password to website/blog etc. (NB: No links to file sharing platforms are permitted).
Unit 1 Part C: Research practitioners and review arts events	Research into more advanced arts practitioners, their work and any organisations that support them, including details of any contact with the more advanced arts practitioners chosen or others involved with their work	
	Reviews of relevant arts events/experiences	
	Reflection on how their research and experiences have influenced their own arts practice and/or plans and how they might develop their arts practice in the future	
Unit 1 Part D: Form and communicate a view on an arts issue	A description of the arts issue and why they have chosen it	
	Evidence of research into a range of views about the issue, both supporting and differing from their own views	
	Reflection on the research and how it has influenced their views	
	The final argument they have built up about the issue	
	Evidence of how the final argument was shared with others and their feedback	

Unit/Part	Evidence required	Where evidence can be found eg page/slide number, video time code, audio file, relevant link without password to website/blog etc. (NB: No links to file sharing platforms are permitted).
Unit 2 – Leadership of an arts project		
Unit 2 Part A: Leadership project aims and outcomes	▶ A project plan detailing, but not limited to: – Identification of the qualities of a leader – A description of their role and the specific leadership skills they want to develop – A description of the project, its aims and desired outcomes – How their role relates to the roles of others (if any) – Plans for monitoring progress and collecting feedback	
Unit 2 Part B: Organise people and resources	▶ A project plan detailing, but not limited to: – Practical issues – Timescales – Promotion of the project – How they will deliver the project – Their plans for the public showing of the project (see Part D) – Risk assessment – Consideration of health and safety issues – Consideration of any other relevant legislation – How they will evaluate their leadership development	

Unit/Part	Evidence required	Where evidence can be found eg page/slide number, video time code, audio file, relevant link without password to website/blog etc. (NB: No links to file sharing platforms are permitted).
Unit 2 Part C: Effective arts leadership	▶ Evidence of the delivery of the project, for example, diary logs, recordings, annotated photographs, printed materials, details of meetings and discussions	
	▶ Reflection on where and how they are developing and applying their chosen leadership skills and how they are inspiring and motivating others, leading creatively, responding to and resolving problems, and working with and supporting others	
	▶ Evidence of how they are collecting feedback from others, both about the project and about their leadership abilities	
Unit 2 Part D: Manage a public showing	▶ Details of how the project will be shown/shared publicly	
	▶ Their responsibilities in relation to the public showing/sharing	
	▶ Details of how they have organised people and resources	
	▶ Delivery of the public showing/sharing	
	▶ Ongoing reflection on where and how they are developing and applying their chosen leadership skills while managing the event	

Unit/Part	Evidence required	Where evidence can be found eg page/slide number, video time code, audio file, relevant link without password to website/blog etc. (NB: No links to file sharing platforms are permitted).
Unit 2 Part D: Manage a public showing	Feedback from participants and audience members	
Unit 2 Part E: Leadership project report	- A project report including, but not limited to: - How their chosen leadership skills have developed - How the project has developed their art form knowledge and understanding, creativity in arts practice, planning and review skills and their communication skills - How well their project plan worked - Achievements, successes and challenges - What they have learnt about working effectively with others - What they have learnt from the feedback they received - What they would do differently in future in terms of improving the project	