

Delivering Explore: Music



A teacher's guide

This resource is designed to be used alongside the Delivering Explore: Music evidence handouts, included in this pack, for children to record their Arts Award Explore journey.

This guidance does not replace the adviser toolkit that you receive at training. You should 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.

Before the day – planning and preparation

This Explore project outline is designed to fit around music activity you already have planned. For example, this could be classroom singing, music technology, percussion or Whole Class Instrumental Teaching (WCIT) sessions. The activity may be led by you, a visiting musician or in a music-making workshop held elsewhere.

Children will need to find out about a musician, such as a professional singer, instrumentalist or DJ, or a music teacher. This could be through simple research supported by you (for example, through books, the internet, classroom handouts) or getting to meet them in person. If your music-making activity is being led by an instrumental/vocal teacher or workshop leader, you could ask them to explain a little bit about themselves and the work they do, and to answer children's questions.

Children will also need to find out about an arts organisation. This could be an ensemble such as an orchestra or choir, a music venue, record label, or your local music service or Music Education

Hub. Again, this could be achieved through simple research, or they could visit or meet someone who works there.

Towards the end of the project, the children will need to share what they have achieved and enjoyed throughout the earlier parts. They will not only need to evidence their reflections, but how these were shared with others.

At the end of the project, once you have finished assessing their portfolios, you can enter young people for Arts Award Explore by providing their details and marks on the centre portal.

If you are selected for moderation you will need to submit a selected sample of portfolios to the submission platform.

Preparation tip: You should always assume that you will be required to prepare work for moderation. The extra time required for this should be built into your schedule, for example, if results are required as part of a planned certificate evening.

Recommended resource for finding
out about musicians:



BBC Ten Pieces
bbc.co.uk/tenpieces

Recommended resource for finding
arts organisations in your local area:



Arts Award Supporter
artsawardsupporter.com

Part A: Take part (take part in music making)

Refer to toolkit page 24

Over the next few days we are going to take part in different types of music-making



What did you learn when doing those music activities?

Children take part in at least two different types of music-making activity. Examples of these could include singing, playing an instrument, body percussion, making up their own song, or they could look at different genres or styles of playing an instrument. They try new things and enjoy 'having a go'.

Explore evidence: After each session they complete the **Taking part in music-making handout**, documenting themselves taking part in music-making. They could do this by writing about it, drawing pictures or sticking in photos.

Children think about the music activities they have taken part in and identify what they have learnt through doing them.

Tip: You may want to prepare some questions to prompt the children if they find this section difficult. These could be both specific to the music activities they have taken part in (eg 'what did you learn about Samba music?') and personal to them (eg 'Did you find the drum easy to play?').

Explore evidence: Children record what they learnt using the **What I learnt music-making handout**. They could use smiley faces, symbols or cartoons to record how they felt.

Part B: Explore (Musicians and music organisations)

Refer to toolkit page 25

Children choose at least one musician and find out more about them. This could be the musicians they have been working with or someone else that they are interested in.

They could find out the instruments they play, the kind of music they make, who they work with and where.

Explore evidence: Children draw, write or stick information and/or images about the musician(s) they chose and what they found out.

Use the **Explore musicians handout**.

Children choose at least one arts/music organisation to find out about. They could do this by visiting a venue or organisation, by talking to people who work there or by using simple research methods.

Preparation tip: Ask visiting music leaders to bring information with them about where they work or perform to talk about with the children
OR

Arrange for one of your Part A Take Part sessions to take place at a local organisation where children take part in a workshop (Part A) and spend time finding out about the work of the organisation and what it is like to work there (Part B).

Explore evidence: Children draw, write or stick information and/or images about the organisation and what they found out.

Use the **Explore musicians handout**.

We are going to find out about musicians and their work

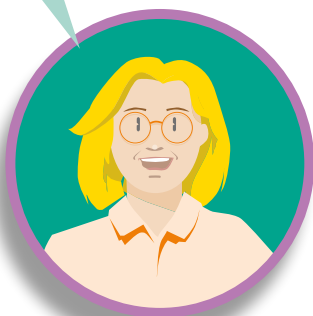


Now we are going to learn about where musicians work and the organisations that support them

Part C: Create (a finished piece of music)

Refer to toolkit page 26

Now we are going to write, learn to play or perform a piece of music



Children learn to sing or play a piece of music, or they write their own original piece. They can do this on their own or as part of a class or ensemble. They don't need to perform it to an audience, but they do need to show how it was written or learnt through noting ideas and evidence of rehearsing and practicing. There also needs to be a finished piece. This could be an audio or video recording or a written/graphic score.

Create evidence: Children document through photos, writing or other methods how they wrote or learnt the music and show the finished piece. Use the [Create handout](#).

Preparation tip: Document the children's progress through video/audio recordings of lessons and activities. You may like to record the final piece and upload it to a website for others to hear. If you are moderated you can either include a link to the recording, or upload the recording directly to the submission platform.

Part D: Present

Refer to toolkit page 27



Now we have taken part in different music-making activities, found out about musicians and music organisations, and made a piece of music, it's time to share our thoughts and experiences of it. What did you enjoy? What new things did you learn?

Children share with one another what they have learnt, what they liked, and what they feel they have achieved through their music-making. This could be done verbally in pairs or small groups, or you could get them to write down their experiences and share them on a school noticeboard or magazine for people to read.

Present evidence: Children write about or draw or stick images to show the new things they have learnt, what they enjoyed and what they feel proudest of about their Explore experiences. They then show and tell their friends, writing down who they shared it with. Use the [Present handout](#).

Tip: Remember to take photographs or film the children sharing their experiences with one another.

Next step: Use the Explore evidence requirements and assessment criteria to check that children have completed their Explore journey. Enter young people for Explore 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. For more information about moderation see artsaward.org.uk/moderation.

Arts Award is a range of unique qualifications that supports anyone up to 25 to grow as artists and arts leaders, inspiring them to connect with and take part in the wider arts world.

You can find out more, including how to train as an Arts Award adviser at artsaward.org.uk

You can find a range of resources to support your Arts Award delivery at artsaward.org.uk/adviserhub

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Taking part



Your Name:

First activity

How I took part in music making

Me doing it

Taking part



Second activity

How I took part in music making

Me doing it

Taking part



More music activities that I have taken part in:

Taking part



More music activities that I have taken part in:

What I learnt music-making:

Taking part



The music-making activity I enjoyed most was...

It made me feel...

I would like to do more...

Explore



Your Name:

Name of musician:

What I found out about their music:

Explore



What I like about their music:

Other things I found out about them

Explore



Your Name:

Name of arts organisation:

What I found out about their work:

Explore



What I like about the work they do:

Other things I found out about them:

Create



Your Name:

The piece of music I learnt is called

I wrote it ☐

I played it on an instrument ☐

I sang it ☐

I used music technology ☐

This is how I learnt to do it

Create



Here is the finished piece of music

(Include a link to where you can find it online –
either on a website or cloud drive – here)

Share



Your Name:

What I enjoyed most about my Arts Award Explore was...

Something new that I learnt was...

I am most proud of...

Share



I shared these thoughts with...

Here I am sharing them: