

Bronze Arts Award

BBC Ten Pieces activity mapping



This mapping tool was created to support organisations who wish to deliver Bronze Arts Award alongside BBC Ten Pieces. To find out more about Arts Award see artsaward.org.uk and to find out more about BBC Ten Pieces see bbc.co.uk/teach/ten-pieces.

This resource is a planning tool only and should not be used as a substitute for the Arts Award adviser toolkit. In order to deliver Arts Award, you must have completed adviser training at the appropriate level. To book a place on a training course see artsaward.org.uk/training.

Part	What children and young people do	BBC Ten Pieces activities	Adaptations of Ten Pieces activity that need to be considered	Evidence required in arts log
Part A: Explore the arts as a participant	<ul style="list-style-type: none"> Take an active part in an arts activity to develop their interest, knowledge and skills. Record what they learnt and how their skills improved. 	<p>Creating a response to one of the Ten Pieces would work well for Part A, and links to the exploration phase in the Ten Pieces programme.</p> <ul style="list-style-type: none"> Young people can create a new piece of music as a response and develop their composition skills. Young people could create a visual art work, written response or other performance and record how their arts skills developed. 	<ul style="list-style-type: none"> Record all the sessions young people take part in, and ensure that their progress is captured. Record what skills young people have developed, and how their knowledge and interest in an art form has grown. Ensure young people summarise their progress at the end of their programme. 	<ul style="list-style-type: none"> A description of their arts activity. Information on how they developed their participation and enjoyment in their arts activity. A summary of what they learnt and how their skills improved.

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Part B: Explore the arts as an audience member	<ul style="list-style-type: none"> Experience at least one arts event as an audience member. 	<p>Part B could link to BBC Ten Pieces through listening to and engaging with the pieces on the programme, part of the inspiration phase.</p> <p>Make use of the free films on the BBC Ten Pieces website and watch this for Part B or provide opportunities for young people to see one of the pieces, or another classical music piece being performed live.</p>	<ul style="list-style-type: none"> Ensure that evidence is captured of young people attending an event or watching the films on the website. Provide guidance for young people on how to review arts events, focusing on their creative impact. Provide opportunities for young people to share their personal reflections, eg in groups, with a display or using Arts Award Voice (13+). 	<ul style="list-style-type: none"> Evidence of attendance at at least one arts event, eg programme, posters, tickets, photographs etc. Evidence of personal reflection on the event and its creative impact. Evidence of communicating personal reflection/sharing personal reflection with one or more people.
Part C: Arts inspiration	<ul style="list-style-type: none"> Use simple research methods to find out about an artist/craftsperson or practitioner who inspires them and communicate what they have learnt. 	<p>Part C links well to the inspiration phase as young people find out more about artists who inspire them, linked to the Ten Pieces.</p> <p>Young people could use one of the composers from BBC Ten Pieces to find out more about, using materials and resources available on the BBC Ten Pieces website as a starting point.</p>	<ul style="list-style-type: none"> Encourage young people to collect evidence of their research as they go. Support young people to summarise their research in their own words. This activity could feed into their work for Part A, as it may provide additional ideas or stimulus for their creative response to a piece of music. 	<ul style="list-style-type: none"> Evidence of their research, eg notes, photographs, website print-outs. A summary, in any format that others can understand, of what they have found out, why the person was chosen and what they learnt about their arts career, life and work.

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Part D: Arts skills share – passing on your skills to others	<ul style="list-style-type: none"> Plan to pass on an arts skill/ knowledge to others by leading a short workshop or presentation. Review their skills share. 	<p>Young people could pass on their skills through a showcase of their creative response to one of Ten Pieces. They should include information on how they created this, and how others could do something similar. This links well to the performance phase of Ten Pieces.</p> <p>Young people could demonstrate their creative process, and how they created their response.</p> <p>Young people could perform a musical response to the Ten Pieces in an assembly or celebration event or as part of BBC Music Day, and host a Q&A before or after the performance.</p>	<ul style="list-style-type: none"> Young people need to demonstrate individual planning and preparation for their arts skills share. Each young person needs to demonstrate sharing their skills – just performing is not enough. Young people may need to be supported to reflect on how the skills share went, and what they may do differently next time. 	<ul style="list-style-type: none"> An explanation of their activity, why they chose it and the plans they have made to share it. Evidence of the activity and how they passed on their skills to others. Reflection on how the skills share went.