



Arts Award and PSHE

Embedding Arts Award into
your delivery of PSHE

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
- ▶ get to work with or experience working with creative arts professionals
- ▶ 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.

Why PSHE?

Through PSHE provision young people can develop important skills and knowledge that can help them lead productive, healthy lives. The [PSHE Association](#) notes that 'an effective PSHE programme can tackle barriers to learning [and] raise aspirations' through developing skills such as self-esteem, teamworking, and critical thinking, all of which can be supported through delivering Arts Award.

Our [Impact Study](#), published in 2016, evidenced that doing Arts Award gives young people valuable life skills, which also increase their employability, including; communication, leadership, problem solving, teamwork and creativity. All skills that are essential for success in 21st century life.

The PSHE Association also identifies the contribution a well-planned PSHE delivery can make towards whole-school Ofsted judgements. Arts Award provides a robust personal learning framework that accredits young people's individual development. Through embedding parts of your PSHE planning into your Arts Award delivery, schools can evidence the quality of their PSHE provision and demonstrate its impact, through young people's achievement of a recognised qualification.

This resource is not exhaustive but aims to support advisers who wish to embed some topics or themes from the [PSHE curriculum](#) into their Arts Award delivery. You will find some ideas and suggestions for how you might link each part of Discover, Explore and Bronze to different PSHE outcomes, at different key stages.

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 entrepreneur 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.



Photo: Queenborough School

Discover

Key Stage One

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.

Part A: Discover

Evidence required:

- ▶ a number of art forms identified
- ▶ participation in at least one activity

Some advisers don't realise that reading is an arts activity, why not think about exploring a story on a topic of your choice, with your group? There are lots of [PSHE story books](#), on a variety of different topics, aimed at Key Stage 1.

Your students can identify who the special people in their lives are, by making a family tree. They could explore different crafts such as drawing, painting, papier- mache, or model making to turn this into an arts activity.



Part B: Find out

Evidence required:

- ▶ a record of what they found out about artists and their work

Help your students recognise and celebrate what makes them unique by drawing or painting a self- portrait. This could be in the style of a famous artist like Van Gogh, Picasso or Frida Kahlo, allowing your young people to learn about an artist and their work at the same time.

Learning about an artist from another country or culture and their work is a great way for young people to begin to identify and respect differences and similarities between people. You could also tie this into a larger topic, for example if you are studying religious or cultural holidays such as Diwali, Eid or Chinese New Year.



Part C: Share

Evidence required:

- ▶ which parts of their enjoyment and learning were shared and who they shared it with

For this part students must look back on what they have learnt and enjoyed throughout their Arts Award journey, allowing them to think about themselves and recognise and celebrate their learning.

Sharing what they have learnt with others is an essential part of Arts Award, this can be with their teacher, a classmate or the whole class. This gives your students an important opportunity to share their opinions and explain their views with others.

Check out our [Top Five Tips](#) for delivering Discover with a whole class



Photo: Queenborough School

Explore

Lower Key Stage Two

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.

friends and classmates, helping them to identify their differences and similarities?

Dance is fantastic form of exercise, and it's fun! Encourage your students to think about the things that keep their body healthy, while taking part in a dance lesson or workshop. Exercise and healthy lifestyles can also be linked to your Science curriculum.

Help your students to find out more about the wider world, by exploring different seasons or holidays through song. Perhaps your group could also learn a dance to go along with their song. You could perform the whole piece at an assembly, such as the Harvest Festival.

Sing Up have some fantastic resources you could use when planning your assembly

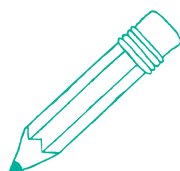
Are you wondering where to start when it comes to delivering Arts Award in Key Stage 2?
Check out [this guide](#)

Part A: Take Part

Evidence required:

- ▶ a record of taking part in more than one arts activity
- ▶ identification of what inspired them about taking part

Writing a poem is a wonderful way for students to explore an area of PSHE. Your children could take part in a poetry workshop based around a PSHE theme. Maybe they could write a poem about things they have in common with their

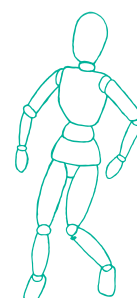


Part B: Explore

Evidence required:

- ▶ a record of what they found out about the work of artists
- ▶ a record of what they found out about the work of arts organisations

Visits to museums, galleries, libraries or the theatre are some of the ways you can achieve Explore Part B, and they can



also give your students an opportunity to consider the lives of people from other places and times. Organisations such as the [Black Country Living Museum](#), or the costumed performers at [Hampton Court Palace](#), can help bring these people to life! Maybe your young people could also create some art work or do some creative writing in response to their trip?

Here are some ideas for [creative responses](#) to your school trips.

Part C: Create

Evidence required:

- ▶ a record of the process of creating their art work
- ▶ a record of their final art work

Support your students to recognise what and who keeps them healthy and safe, by creating a comic book about a 'superhero' who looks after you.

Read about this school who worked with a real life [Marvel artist](#)

We are big believers in cross curricular work. Exploring a history topic, such as The Gunpowder Plot, allows children to consider the lives and values of people living in different times to them and can also inspire some very artistic work. Check out our guide to arts activities you could build around [Bonfire Night](#).

Creating art pieces from recycled materials is a great way for your young people to learn about how to protect their environment, while also exploring an art form. Household products like newspapers, plastic bottles, egg boxes and old clothes all make great, adaptable materials for any art project.

There are lots of ways you can source [free or cheap materials](#) for your projects.

Part D: Share

Evidence required:

- ▶ identification of what has been enjoyed and/or achieved through completing the award
- ▶ a record of what was presented and how it was shared

Part D encourages your students to look back on what they have learnt throughout their Arts Award journey. You could organise a whole school assembly, giving children the chance to share their learning and opinions with others and celebrate this fantastic achievement.

This guide can help with [evidencing](#) the Explore journey





Photo: Keys Meadow School

Explore

Upper Key Stage Two

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 identify a minimum of one activity or experience that they enjoyed or achieved or are most proud of. They share what went well and why to others.

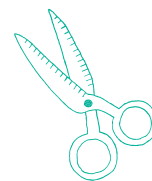
Part A: Take Part

Evidence required:

- ▶ a record of taking part in more than one arts activity
- ▶ identification of what inspired them about taking part

Exploring different cultural art forms, can allow your students to develop an understanding of the different religious and ethnic identities in the UK. Maybe your group could take part in a Bollywood dance workshop, or make a Ramadan paper

lantern. And don't forget about the huge range of regional art forms that your learners could explore, such as [Folk Arts](#).



Through writing, performing and discussing songs and lyrics, young people can explore different emotions, extending their vocabulary and their ability to explain their feelings to others.

Digital arts, such as animation, video games, creative programming, and editing images can all make inspiring and engaging arts activities, and could be linked into larger discussions about images in the media.

You could also consider linking this discussion to portrayals of people throughout history, e.g. the famous [Holbein portrait of Henry VIII](#) is a good example of an image as propaganda rather than reflecting reality. Your students could use a famous portrait as the inspiration for some art work.



Read about how one school delivered Explore [across the curriculum](#)

Part B: Explore

Evidence required:

- ▶ a record of what they found out about the work of artists
- ▶ a record of what they found out about the work of arts organisations

While exploring an artist and arts organisation why not find out about the range of jobs that are available in the arts and cultural industries, and what skills they require. Your young people could become aware of jobs they didn't know existed! You could also consider linking this to the [Gatsby benchmarks](#).

Exploring the work of an artist or organisation can be an engaging and exciting way to learn about the lives of people from different places, and their different values and customs. Maybe you could explore the work of artists working in different cultural mediums such as Djembe drumming or Aboriginal dot painting.



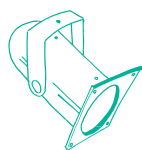
Part C: Create

Evidence required:

- ▶ a record of the process of creating their art work
- ▶ a record of their final art work

Writing a newspaper article or creating a school magazine is a fantastic way for students to create a piece of art work, while also exploring how the media present information. Maybe your Year 6 students could create an Arts Award newspaper for the whole school, and feature articles or pictures from every year group?

Check out our resource on how to link Explore to [Key Stage 2 literacy](#)



Why not support your students to devise and perform a play based around an issue they have been researching? This would give them opportunity to discuss and debate the topic in a creative way.

These resources may help you with [creating a play from scratch](#)

Taking part in a workshop or group performance can give your students a wonderful opportunity to work collaboratively towards a shared goal.



Maybe you could also think about linking this to your [Christmas Show](#)

Part D: Share

Evidence required:

- ▶ identification of what has been enjoyed and/or achieved through completing the award
- ▶ a record of what was presented and how it was shared

Looking back on what they have achieved is at the heart of Part D. This gives your students the opportunity to celebrate their learning with others. Why not organise an assembly or display of their work, and invite parents and carers, to really celebrate your young people's work? If you wanted to incorporate computing you could ask your learners to make a PowerPoint.

Why not think about creating a [Museum in your classroom](#)

We recommend that young people collect feedback from whoever they presented their work to, this gives them the opportunity to listen and respond respectfully to one another's presentations.

Check out our top tips for [Explore Part D](#)



Photo: Chingford Foundation School

Bronze

Key Stage Three

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 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.

Part A: Explore the arts as a participant

Evidence required:

- ▶ a description of their arts activity
- ▶ evidence of participating in their arts activity
- ▶ a summary of what they have learnt and how their interests, knowledge and skills have developed



To help your young people understand the similarities and differences between them, why not ask them to interview their grandparents, or other family members, about their childhoods. They could write a piece of creative writing imagining they had grown up in that period.

Maybe your students could peer-review each other's writing and provide feedback, allowing them to give and receive constructive feedback and praise.

This project based around the [Windrush generation](#) may give you some inspiration

Why not support your students to devise and produce a short animation about climate change and our responsibilities as active citizens?



Your young people could create and record a radio show about a topic of their choice, such as mental and emotional health and strategies for managing it. They could also write a piece for the school website or blog.

Part B: Explore the arts as an audience member

Evidence required:

- ▶ evidence of at least one arts event
- ▶ evidence of personal reflection on the event and its creative impact
- ▶ evidence of communicating personal reflection/sharing with one or more people

Watching a performance by a [Theatre in Education](#) company, is a great way for your young people to experience an art form as an audience member, while also exploring an important PSHE topic, such as recognising bullying and abuse. After the performance, as well as completing their creative reflections, you could also discuss the themes of the play with your group.

Visiting an exhibition that focuses on different cultures or subcultures of the UK can be a great way for your students to learn to respect the differences between people and develop their own sense of identity.

Reading a book is a great way of experiencing an art form, and you could encourage your students to choose a book that covers a PSHE topic, such as with this resource from the [National Literacy Trust](#). Maybe you could consider delivering Arts Award as part of an after-school book club, you could even invite parents along and have a parents and students book club.



Part C: Arts inspiration

Evidence required:

- ▶ evidence of their research into an artist or craftperson
- ▶ 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 that person's arts career, life and work

Researching the career of their arts inspiration provides your students with the opportunity to learn about different types of work, including employment, self-employment and voluntary work, as well as the skills and qualities required to engage in enterprise. This can also help young people relate job opportunities to their personal qualifications and skills and help them plan realistic targets for Key Stage 4.

Challenge young people to creatively show what they found out through posters or a presentation, blog or vlog (which can link to the KS3 Spoken English requirements).

Maybe you could consider [linking Bronze to work experience](#)

Part D: Arts skill share

Evidence required:

- ▶ an explanation of their activity, why they chose it, and the plans they made
- ▶ evidence of the activity and how they passed on their skills to others
- ▶ reflection on how well they passed on their skills

By planning and delivering their arts skills share young people have a fantastic opportunity to demonstrate that they can take responsibility, as well as being able to give and receive constructive feedback and praise and communicate confidently with their peers and adults.

If your young people work in a group to plan their skills share, they will also be able to further develop and rehearse the skills of team working including objective setting, outcome planning, cooperation, negotiation, managing setbacks and compromise. This can help them to further develop the communication skills of active listening, negotiation, offering and receiving constructive feedback, and assertiveness.

The reflection that young people must complete for Part D allows them to reflect on and assess their strengths, and encourages them to feel positive about themselves.

Maybe you could look at delivering the skills share session to a primary feeder school as part of a transition project?

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.

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.