



Deliver Bronze Arts Award as part of
your KS3 Art and Design Curriculum

Teacher's guide and handouts
for Arts Award advisers

Arts Award can support many areas of the KS3 Art & Design programmes of study and in a world without assessment levels can provide evidence of progression and achievement. 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.

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, 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

To achieve their Arts Award, young people develop their skills in the arts, participate in arts activities, experience arts events, get inspired by artists and share their arts skills with others. Young people create a portfolio to keep a record of their creative journey. Along the way they are supported by an Arts Award adviser, acting as assessor, facilitator and mentor.

What does Bronze Arts Award involve?

Bronze Arts Award is a Level 1 qualification on the Regulated Qualifications Framework (RQF) and is open to young people aged 11 to 25. It is a great complement to the KS3 curriculum and can act as a great introduction to GCSE study

To achieve a Bronze Arts Award, young people collect evidence in an individual arts log or portfolio of their experiences of:

- a. actively participating in any art form and develop their skills
- b. at least one arts event as an audience member
- c. researching the career and work of an artist/craftsperson that inspires them
- d. passing on an arts skill

How to use this resource

This resource is designed to make your life easier – we will help you to identify key aspects of the KS3 Art and Design programmes of study and how they link to Bronze Arts Award. Use the key below to help quickly identify areas of interest:



sections highlighted in this colour relate to parts of Arts Award



sections highlighted in this colour relate to elements of the KS3 Art and Design Programmes of Study

Pop out boxes highlight supporting resources, or key points to consider

This resource is not exhaustive, and is not to be used as a substitute for Arts Award adviser training or the correct use of the Arts Award toolkit. It is designed to be an easy to use 'grab and go' resource for teachers to quickly identify links with their existing curriculum offer. Find out more about Arts Award training at artsaward.org.uk/training



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Arts Award and KS3 Art and Design

The KS3 Art and Design programmes of study specifically highlight how art education should 'engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design'. Arts Award contributes to all sections of this statement, through encouraging the development of specific art skills to developing vital 21st century transferable skills. For more information on the benefits of Arts Award see our [Impact Study](#).

Bronze Arts Award can contribute to many of the KS3 Art and Design programmes of study as well as subject content specified in the National Curriculum. This resource is designed to make it quick and easy for teachers and educators to identify how the work you are already doing can enable young people to achieve their Bronze Arts Award, as well as providing evidence of progression and achievement in KS3.

As well as linking to the KS3 Art and Design curriculum, you may want to think about linking Arts

Award to other programmes such as the [National Gallery's Take One Picture](#) or the [Big Draw](#).

Resources to use in association with this document:

[Bronze Portfolio Templates](#)

[Five Sessions to Bronze](#)

[Bronze Evidence Checklist](#)

[School Resource Pack](#)

[Bronze Hub on Arts Award Voice](#)

[Arts Award and the Ofsted framework](#)

[Platforms for creating digital portfolios](#)

At the back of this resource pack you will also find information on adviser training and preparing for moderation, as well as our support offer.

Part A: explore the arts as a participant

Evidence required in young people's portfolios:

- ▶ 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

How this can link to the KS3 Art and Design programmes of study

- ▶ There are many elements of the KS3 Art and Design programmes of study which link directly to Bronze Part A, for example:
- ▶ all pupils produce creative work, exploring their ideas and recording their experiences
- ▶ become proficient in drawing, painting, sculpture and other art, craft and design techniques
- ▶ pupils are taught to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas
- ▶ pupils are taught to use a range of techniques and media, including painting
- ▶ pupils are taught to increase their proficiency in the handling of different materials
- ▶ pupils are taught to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work

Additionally, Arts Award provides a measurable way to demonstrate an opportunity to progress to the next level of art and design, with students able to move to Silver Arts Award or Gold Arts Award if they do not want to, or are not given the opportunity to continue Art and Design at GCSE.

How to link the Programmes of Study to Bronze Part A

- ▶ In your usual class time, young people demonstrate how they have developed their skills over a term or academic year within a particular medium, genre or style and log their progress in

their portfolios. Consider creating diaries for young people to fill in after each session detailing what they have learnt and how they have improved.

- ▶ Consider having an end of term or year exhibition so the students can see the final product of their work and reflect on how much they have improved over the course of their lessons. They may also want to highlight the process behind creating their art, perhaps with a caption or including photos of their creative process.
- ▶ Ensure that at the end of a term, or year, young people reflect on their progress overall, and record what they learnt.

Reflecting on learning is a core element of all levels of Arts Award and is embedded in the KS3 programmes of study for Art and Design. Anything which promotes reflective learning practices helps to develop vital metacognition skills. Building in metacognitive strategies to your teaching will help young people throughout their school life and beyond, and has been highlighted as a low-cost, high-return intervention by the Education Endowment Foundation, making Arts Award particularly beneficial to students in receipt of the Pupil Premium

Tip: Provide template sheets for young people to summarise what they learnt. This can provide useful summative overviews for you, and ensure that young people have reflected on their own skills development and knowledge within English. You can download free templates from the [Arts Award hub](#) and access more free supporting downloads from [Arts Award Voice](#).

Part B: explore the arts as an audience member

Evidence required in young people's portfolios:

- ▶ 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

How this can link to the KS3 Art and Design programmes of study

- ▶ all pupils evaluate and analyse creative works using the language of art, craft and design
- ▶ all pupils know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms



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Reviewing art events such as a visit to a gallery, viewing an Instagram account or online gallery from an artist will help students to develop analytical and critical reviewing skills for looking at pieces of art. If you already have a trip to a gallery or exhibition planned, ensure that young people create or record a review of their visit, focussing on the creative impact (not the journey, the seats, what they ate etc) when they are back in school, or as a homework task.

- ▶ Ensure young people keep hold of any tickets to use as evidence, or take a group photo in front of the gallery/arts organisation/venue
- ▶ If you are not able to take a group out of school, consider using online tools such as Google Cultural Institute to explore works of art. Alternatively, encourage young people to attend a GCSE or A Level exhibition of work and review this
- ▶ Display all reviews on a noticeboard, or pair students up to share their reviews with each other. Alternatively, post reviews on Arts Award Voice, or a school intranet for students to view and review. Ensure young people take photos of their review on display, or a print out of their review if online, including the URL.

Tip: link this part to artists you are already exploring in class – use work students are completing for their wider curriculum study as their evidence.



Part C: arts inspiration

Evidence required in young people's portfolios:

- ▶ 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

How this can link to the KS3 Art and design Programmes of Study

There are many elements of the KS3 Art and design programmes of study which link directly to Bronze Part C, for example:

- ▶ pupils are taught to to analyse and evaluate [the work] of others
- ▶ all pupils evaluate and analyse creative works using the language of art, craft and design
- ▶ all pupils know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

How to link the programmes of study to Bronze Part C

Arts Award encourages young people to find out about artists (who can include people who are

famous or not, living or dead, craftspeople, artists, makers and creators) and research their artistic career. This is an opportunity to broaden what you might be able to cover in your curriculum, or complement your work around an artist you are studying.

- ▶ If you have a particular artist or craftsperson you are studying or using for inspiration, use this as the class's arts inspiration. Alternatively, give young people freedom to research their own artist with your guidance.
- ▶ Challenge young people to creatively show what they found out through posters or a presentation, blog or vlog – could they link this back to Part A and create a new piece of art based on the artist or craftsperson they found out about?
- ▶ Arts Award Voice has a wide range of interviews from artists of all disciplines

Tip: You may want to complete Part C first, to help frame the rest of the Award or to link to your broader curriculum.

Part C doesn't have to be linked to the other sections of an Arts Award, so young people can choose to find out someone who isn't a visual artist, as long as they are an artist or craftsperson and they focus on their career, life and work.

Part D: arts skills share

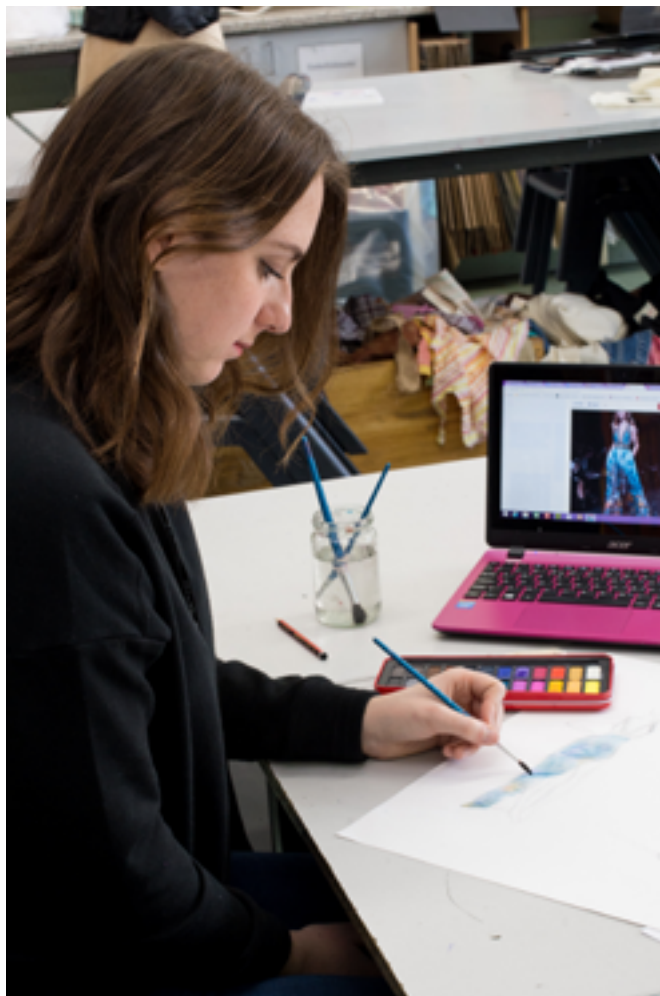
Evidence required in young people's portfolios:

- ▶ 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

How this can link to the KS3 Art and design programmes of study

Part D is perhaps the most challenging part of Bronze to link directly to your Art and design curriculum. However, it can be done!

Part D can also be a great way to assess progress and knowledge at the end of a term, topic or year, so link it in to your other assessment points to have multiple uses.



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- ▶ Pair students up to pass on an art and design-based skill in class with each other, focussing on how they communicate their creativity through these skills. This doesn't need to be lengthy and can take up just part of a lesson. Students can demonstrate how to use a particular tool or work with particular materials – for example watercolour, oils, pencils, paper, sculpture or clay.
- ▶ Encourage students to choose a specific skill – for example how to draw using perspective, how to use pencil to create shadow, how to blend colours etc
- ▶ Students can share how to use a CAD-CAM machine or design tool to create something new to use as part of an art work, or as a standalone piece
- ▶ Some students may not feel confident to do their skills share face to face. They could record a video, create a vlog of them sharing their skills with an explanation and upload this to a school intranet, or play this in a class. They may also want to create a mini teaching resource booklet, which can be passed on to other students

Include an opportunity for the person they are sharing with to have a go at the skill, to demonstrate how this has been passed on. For Part D taking lots of photos, audio recordings or video is a great way to capture evidence. We also have [template feedback forms](#) to help with evidence gathering available on the Adviser Hub.

Tip: encourage students to apply 'Plan, Do, Review' to Part D – they need evidence of all parts to pass this section Next Steps



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Next Steps

Find out more about [getting started](#) with Arts Award, or book onto to our [adviser training](#). Arts Award has training courses throughout the year, including courses which are tailored towards delivery for those working with young people with special educational needs, disabilities or other learning difficulties or additional needs.

You will need to apply to become a validated [Arts Award Centre](#) before you can enter young people for Arts Award.

Once you have completed Bronze with your class, and assessed their portfolios, you need to enter your students 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 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

