

## Arts Award - Discovery

Arts Award Explore is an Entry Level (Entry 3) qualification on the Regulated Qualifications Framework (RQF) and is designed for ages 7 and above, but is open to children and young people aged 25 and under.

To achieve an Arts Award Explore, children and young people collect evidence in an individual arts log of their experiences of:

- active participation in a range of arts activities, including a personal response about what they have learnt from taking part
- experience of arts organisations, artists and their work
- creating a piece of art work
- identification of what they have enjoyed and/or achieved, and their communication of this to others

|   | <u>B2 P step 5-6</u>  | <u>B2 P step 7-8</u>  | <u>B2 NC Step 1-2</u>  |
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| <b>Theme-Take part / Explore / Create / Share</b> |   |   |  |
| <b><u>Subject specific knowledge</u></b>          | To know that the following activities are art based activities:   | To know that the following activities are art based activities:   | To know that the following activities are art based activities:  |
| <b><u>Take Part</u></b>                           | <p><b>Music</b><br/><b>Acting</b><br/><b>Photography</b><br/><b>Film Making</b></p> <p>To understand the activities linked to each of the above genres,</p>               | <p><b>Music</b><br/><b>Acting</b><br/><b>Photography</b><br/><b>Film Making</b><br/><b>Dance</b><br/><b>Set design</b><br/><b>Painting</b><br/><b>Sculpture</b><br/><b>Drawing</b></p> <p>To know the activities linked to each of the above genres,</p> <p>To know that artists create works of art.</p> | <p><b>Music</b><br/><b>Acting</b><br/><b>Photography</b><br/><b>Film Making</b><br/><b>Dance</b><br/><b>Set design</b><br/><b>Painting</b><br/><b>Sculpture</b><br/><b>Drawing</b></p> <p>To understand the activities / resources / work processes linked to each of the above genres,</p> <p>To know that artists create works of art.</p> <p>To understand the definition of art.</p> |
| <b><u>Explore</u></b>                             | <p>To know the activities that take place in a:</p> <p><b>Theatre</b><br/><b>Art gallery</b><br/><b>Concert hall</b></p> <p>To learn 5 facts about a specific artist.</p> | <p>To know that a:</p> <p><b>Theatre</b><br/><b>Art gallery</b><br/><b>Concert hall</b><br/><b>Dance school</b><br/><b>Music academy</b><br/><b>Film school</b><br/><b>Arts council</b><br/><b>Museum</b></p> <p>Are all examples of an arts organisation.</p>  | <p>To know that a:</p> <p><b>Theatre</b><br/><b>Art gallery</b><br/><b>Concert hall</b><br/><b>Dance school</b><br/><b>Music academy</b><br/><b>Film school</b><br/><b>Arts council</b><br/><b>Museum</b></p> <p>Are all examples of an arts organisation.</p>   |

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| <p><b><u>Create</u></b></p>   | <p>To understand that different art projects require different skills.</p> <p>To learn the skills required for a specific arts project.</p>   | <p>To understand what activities take place in these organisations.</p> <p>To understand 5 different job roles within these organisations.</p> <p>To learn 5-10 facts about a specific artist.</p> <p>To understand why it is important to plan an arts projects.</p> <p>To understand how to plan an arts project.</p> <p>To understand that different art projects require different skills.</p> <p>To learn the skills required for a specific arts project.</p> | <p>To understand what activities take place in these organisations.</p> <p>To understand all the different job roles within these organisations.</p> <p>To learn 10 facts about a specific artist, to be able to discuss how certain facts affected their life and to gain an understanding of the artists influences and point of view.</p> <p>To understand why it is important to plan an arts projects.</p> <p>To understand how to plan an arts project.</p> <p>To understand that different art projects require different skills.</p> <p>To learn the skills required for a specific arts project.</p> <p>To understand how costs affect an arts project.</p> |
| <p><b><u>Share</u></b></p>  | <p>To understand that we can feel different emotions towards are work and pieces of art.</p>  | <p>To understand what a project diary is.</p> <p>To understand how self-reflection can improve your work.</p>   | <p>To understand what a project diary is.</p> <p>To understand how self-reflection can improve your work.</p> <p>To understand that there are different ways of recording progress.</p>  |
| <p><b><u>Subject specific skills</u></b></p> <p><b><u>Take Part</u></b></p> | <p><b><u>To be able to:</u></b></p> <p>Link pieces of art to the appropriate genre (choice of 2/3 answers).</p> <p>To be able to link resources to the appropriate genre (choice of 2/3 answers).</p> <p>To be able to revisit a skill in order to refine it.</p> | <p><b><u>To be able to:</u></b></p> <p>Link pieces of art to the appropriate genre and justify decisions.</p> <p>To be able to link resources to the appropriate genre and justify decisions.</p> <p>To be able to revisit a skill in order to refine it, identify areas of development.</p>  | <p><b><u>To be able to:</u></b></p> <p>Link pieces of art to the appropriate genre, justify decisions. And discuss similarities and differences in work processes.</p> <p>To be able to link resources and skills to the appropriate genre, justify decisions.</p> <p>To be able to revisit a skill in order to refine it, identify areas of development and assess progress.</p>  |

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| <p><b><u>Explore</u></b></p> | <p>To be able to recognise a photograph of an arts activity from 2/3/4/5 options.</p> <p>To be able to link arts organisations to the appropriate activity (choice of 2/3 answers).</p> <p>To be able to recall facts about a specific arts organisation / artist (choice of 2 answers).</p> <p>To be able to recognise a piece of art work from a specific artist (choice of 2 answers).</p> | <p>To be able to link arts organisations to the appropriate activity.</p> <p>To be able to recall facts about a specific arts organisation / artist, to be able to timeline the facts.</p> <p>To be able to link job roles within the organisation to activities.</p> <p>To be able to recognise a piece of art work from a specific artist and state key features of the work.</p> | <p>To be able to link arts organisations to the appropriate activity and discuss why certain genres need to be hosted in a certain venue.</p> <p>To be able to recall facts about a specific arts organisation / artist, to be able to timeline the facts, to be able to answer further questions on each fact (i.e. what if Lowry had lived in the country, how may this have affected his art?).</p> <p>To be able to discuss job roles within the organisation and to be able to identify what job role applies to a given scenario (i.e. the arts centre need to advertise a performance, who is responsible for this?).</p> <p>To be able to recognise a piece of art work from a specific artist and state key features of the work. To be able to compare with another artist's work and discuss differences.</p> |
| <p><b><u>Create</u></b></p>  | <p>To be able to sequence activities in order to plan an arts project (sequence 3 activities, i.e. get resources, do activity, check work).</p> <p>To be able to identify appropriate resources and skills needed for an arts project (at least 3 resources)</p> <p>To be able to follow 1:1 modelling and picture instructions to complete an arts project.</p>                              | <p>To be able to sequence activities in order to plan an arts project.</p> <p>To be able to identify appropriate resources and skills needed for an arts project.</p> <p>To be able to follow written and picture instructions to complete an arts project.</p>   | <p>To be able to identify and sequence activities in order to plan an arts project. To be able to justify decisions.</p> <p>To be able to research and estimate approximate costs for an arts project.</p> <p>To be able to identify appropriate resources and skills needed for an arts project. To be able to justify decisions.</p> <p>To be able to follow a written / picture checklist / video instructions to complete an arts project.</p>   |
| <p><b><u>Share</u></b></p>   | <p>To be able to complete a symbol / text based diary, to be able to state preferences and state simple reasons for their decision.</p>   | <p>To be able to complete a text based diary, to be able to state preferences and state simple reasons for their decision.</p>  | <p>To be able to complete a text based diary, to be able to review plans and work and identify errors / areas of development.</p> <p>To be able to present their diaries and reviews to the class.</p>   |

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| <p><b><u>Personal development</u></b></p>  | <p><b><u>Problem solving-</u></b><br/>Linked to resolving hard and software issues.</p> <p><b><u>Communication skills-</u></b><br/>Asking appropriate questions and listening to responses when troubleshooting ICT issues.</p> <p><b><u>Self-belief-</u></b><br/>Never giving up if unable to resolve the issues, continue to ask, listen and try different solutions.</p> <p><b><u>Self-management-</u></b><br/>Linked to independent research tasks and selecting appropriate information.</p> |
| <p><b><u>Suggested activities</u></b></p> <p>Treasure hunts based upon arts org/artist facts<br/>Fortnightly art projects to introduce different arts genres<br/>Lowry project (visit, recreate a Lowry painting / street scene / fact file)<br/>Completion of diary booklets.</p> |   |
| <p><b><u>Online resources</u></b></p> <p><a href="https://www.artsaward.org.uk/">https://www.artsaward.org.uk/</a><br/><a href="https://thelowry.com/">https://thelowry.com/</a><br/><a href="https://www.artscouncil.org.uk/">https://www.artscouncil.org.uk/</a></p>             |   |
| <p><b><u>Evidencing Work</u></b></p> <p>All work is evidenced in line with Arts award specification.</p>   |   |