

Arts Award

Subject curriculum intent:	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/Discovery, 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>End of KS4 intent/outcome</u> Students will develop their knowledge of different artists and art styles Students will be able to research, plan and create their own art in different art styles	
Intent for this topic:	Students will take part in the Arts Award scheme. They will explore artists and use what they've learnt to plan and create their own art pieces in this style. Students will share what they have made with their peers. This will all be documented in their Arts Award logbooks.
Key vocabulary taught within this topic:	Art, artist, skill, paint, drawing, explore, workshop
Links to other subjects:	Cultural studies: Art (skills) RRS Articles: Article 13: I have the right to find and share information Article 17: I have the right to get information in lots of ways as long as it's safe Article 28: I have the right to an education Article 31: I have the right to relax and play

	<u>B2 P step 5-6</u>	<u>B2 P step 7-8</u>	<u>B2 NC Step 1</u>	<u>B2 NC Step 2</u>	<u>B2 NC Step 3</u>
Theme-Take part / Explore / Create / Share					
<u>Subject specific knowledge</u> <u>Take Part</u>	<p>To know that the following activities are art based activities:</p> <p>Music Acting Photography Film Making</p> <p>To understand the activities linked to each of the above genres,</p>	<p>To know that the following activities are art based activities:</p> <p>Music Acting Photography Film Making Dance Set design Painting Sculpture Drawing</p>	<p>To know that the following activities are art based activities:</p> <p>Music Acting Photography Film Making Dance Set design Painting Sculpture Drawing</p>	<p>To know that the following activities are art based activities:</p> <p>Music Acting Photography Film Making Dance Set design Painting Sculpture Drawing</p> <p>To understand the activities / resources / work processes</p>	<p>To know that the following activities are art based activities:</p> <p>Music Acting Photography Film Making Dance Set design Painting Sculpture Drawing</p> <p>To understand the activities / resources / work processes</p>

<p>Explore</p>	<p>To know that a:</p> <p>Theatre Art gallery Concert hall</p> <p>Are all examples of an arts organisation.</p> <p>To understand what activities take place in these organisations.</p> <p>To recognise 3 job roles within an arts centre.</p> <p>To learn 3 facts about a specific artist.</p>	<p>To understand the activities linked to each of the above genres,</p> <p>To know that a:</p> <p>Theatre Art gallery Concert hall</p> <p>Are all examples of an arts organisation.</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 facts about a specific artist.</p>	<p>To understand the activities 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> <p>To know that a:</p> <p>Theatre Art gallery Concert hall Dance school Music academy Film school Arts council Museum</p> <p>Are all examples of an arts organisation.</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.</p>	<p>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> <p>To know that a:</p> <p>Theatre Art gallery Concert hall Dance school Music academy Film school Arts council Museum</p> <p>Are all examples of an arts organisation.</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>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> <p>To be able to recognise differences within each genre (i.e. black and white / colour photography, abstract and portrait painting).</p> <p>To know that a:</p> <p>Theatre Art gallery Concert hall Dance school Music academy Film school Arts council Museum</p> <p>Are all examples of an arts organisation.</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>
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<p><u>Create</u></p>	<p>To learn the skills required for a specific arts project.</p>	<p>To learn the skills required for a specific arts project.</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 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 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>To learn the skills required for a specific arts project.</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 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>To understand how costs affect an arts project.</p> <p>To understand the importance of changing plans if required.</p>	<p>To be able to compare arts centres and discuss differences.</p> <p>To learn the skills required for a specific arts project.</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 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>To understand how costs affect an arts project.</p> <p>To understand the importance of changing plans if required.</p> <p>To be able to critique another person's project planning and offer support and praise where appropriate.</p>
<p><u>Share</u></p>	<p><u>To be able to:</u></p>	<p><u>To be able to:</u></p>	<p><u>To be able to:</u></p>	<p><u>To be able to:</u></p>	<p><u>To be able to:</u></p>
<p><u>Subject specific skills</u></p>					
<p><u>Take Part</u></p>	<p>Link pieces of art to the appropriate genre (choice of 2/3 answers).</p>		<p>Link pieces of art to the appropriate genre, justify</p>	<p>Link pieces of art to the appropriate genre, justify</p>	<p>Link pieces of art to the appropriate genre, justify</p>

<p>Explore</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>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>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>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>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> <p>To be able to identify the characteristics of an artist.</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</p>	<p>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> <p>To be able to identify the characteristics of an artist.</p> <p>To be able to identify the correct resources/work processes needed for a specific genre of art.</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</p>	<p>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> <p>To be able to identify the characteristics of an artist.</p> <p>To be able to identify the correct resources/work processes needed for a specific genre of art.</p> <p>To be able to discuss the differences between works of a certain genres (i.e. abstract painting as opposed to portrait painting).</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</p>
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<p><u>Create</u></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>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.</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>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>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>To be able to 1:1 model activities to another student.</p>	<p>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>To be able to suggest ways in which the artist could have done things differently to create a very different piece of work.</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>To be able to 1:1 model activities to another student.</p> <p>To be able to lead a small group to complete a task.</p>
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<u>Share</u>	To be able to complete a symbol / text based diary, to be able to state preferences and state simple reasons for their decision.	To be able to complete a text based diary, to be able to state preferences and state simple reasons for their decision.	To be able to complete a differentiated text based diary, to be able to review plans and work and identify errors / areas of development. To be able to present their diaries and reviews to the class.	To be able to complete a differentiated text based diary, to be able to review plans and work and identify errors / areas of development. To be able to present their diaries and reviews to the class.	To be able to complete a differentiated text based diary, to be able to review plans and work and identify errors / areas of development. To be able to present their diaries and reviews to the class.
<u>Personal development</u>	<p><u>Problem solving-</u> Linked to resolving hard and software issues.</p> <p><u>Communication skills-</u> Asking appropriate questions and listening to responses when troubleshooting ICT issues.</p> <p><u>Self-belief-</u> Never giving up if unable to resolve the issues, continue to ask, listen and try different solutions.</p> <p><u>Self-management-</u> Linked to independent research tasks and selecting appropriate information.</p>				
<p><u>Suggested activities</u></p> <p>Treasure hunts based upon arts org/artist facts</p> <p>Looking at different arts projects every term (e.g.: sculpture, animation, painting, drawing) - exploring through artists and then creating own piece based upon that</p> <p>Group research tasks - using an iPad and mind map to complete research task</p> <p>Use of different mediums - photography</p> <p>Completion of diary booklets.</p>					
<p><u>Online resources</u></p> <p>https://www.artsaward.org.uk/</p> <p>https://www.artscouncil.org.uk/</p>					
<p><u>Evidencing Work</u></p> <p>All work is evidenced in line with Arts award specification.</p>					