## 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 partication 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
End of KS4	intent/outcome
Students wi	ll develop their knowledge of different artists and art styles
Students wi	ll be able to research, plan and create their own art in different art styles
Intent for	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
this topic:	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	Cultural studies: Art (skills)
other	RRS Articles:
subjects:	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>	B2 NC Step 1	B2 NC Step 2	B2 NC Step 3
Theme-Tak	e part / Explore / Create /				
Share					
<u>Subject</u> specific knowledge	To know that the following activities are art based activities: Music	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:	To know that the following activities are art based activities:
<u>Take Part</u>	Acting Photography Film Making	Music Acting Photography Film Making	Music Acting Photography Film Making	Music Acting Photography Film Making	Music Acting Photography Film Making
	To understand the activities linked to each of the above genres,	Dance Set design Painting Sculpture Drawing	Dance Set design Painting Sculpture Drawing	Dance Set design Painting Sculpture Drawing	Dance Set design Painting Sculpture Drawing
				To understand the activities / resources / work processes	To understand the activities / resources / work processes

		To understand the activities	To understand the activities	linked to each of the above	linked to each of the above
		linked to each of the above genres,	linked to each of the above genres,	genres,	genres,
				To know that artists create	To know that artists create
			To know that artists create works of art.	works of art.	works of art.
				To understand the definition of	To understand the definition of
			To understand the definition of art.	art.	art.
					To be able to recognise
					differences within each genre
					(i.e. black and white / colour
					photography, abstract and portrait painting).
Explore	To know that a:			To know that a:	To know that a:
	Theatre	To know that a:	To know that a:	Theatre	Theatre
	Art gallery			Art gallery	Art gallery
	Concert hall	Theatre	Theatre	Concert hall	Concert hall
		Art gallery	Art gallery	Dance school	Dance school
	Are all examples of an arts	Concert hall	Concert hall	Music academy	Music academy
	organisation.	Ann all assemble of an auto	Dance school	Film school	Film school
	To understand what activities take	Are all examples of an arts organisation.	Music academy Film school	Arts council Museum	Arts council Museum
	place in these organisations.	organisation.	Arts council	Museum	Museum
		To understand what activities	Museum	Are all examples of an arts	Are all examples of an arts
	To recognise 3 job roles within an	take place in these		organisation.	organisation.
	arts centre.	organisations.	Are all examples of an arts		
			organisation.	To understand what activities	To understand what activities
	To learn 3 facts about a specific	To understand 5 different job		take place in these	take place in these
	artist.	roles within these organisations.	To understand what activities take place in these	organisations.	organisations.
			organisations.	To understand all the different	To understand all the different
		To learn 5 facts about a		job roles within these	job roles within these
		specific artist.	To understand all the different job roles within	organisations.	organisations.
			these organisations.		
				To learn 10 facts about a	To learn 10 facts about a
				specific artist, to be able to	specific artist, to be able to
			To learn 10 facts about a	discuss how certain facts	discuss how certain facts
			specific artist.	affected their life and to gain	affected their life and to gain
				an understanding of the artists	an understanding of the artists
				influences and point of view.	influences and point of view.

<u>Create</u> <u>Share</u>	To learn the skills required for a specific arts project.	To learn the skills required for a specific arts project. To understand why it is important to plan an arts projects. To understand how to plan an arts project. To understand that different art projects require different skills.	To learn the skills required for a specific arts project. To understand why it is important to plan an arts projects. To understand how to plan an arts project. To understand that different art projects require different skills. To understand what a project diary is. To understand how self- reflection can improve your work. To understand that there are different ways of recording progress.	To learn the skills required for a specific arts project.To understand why it is important to plan an arts projects.To understand how to plan an arts project.To understand that different art projects require different skills.To understand what a project diary is.To understand how self- reflection can improve your work.To understand that there are different ways of recording progress.To understand how costs affect an arts project.To understand how self- reflection can improve your work.To understand that there are different ways of recording progress.To understand how costs affect an arts project.To understand the importance of changing plans if required.	To be able to compare arts centres and discuss differences. To learn the skills required for a specific arts project. To understand why it is important to plan an arts projects. To understand how to plan an arts project. To understand that different art projects require different skills. To understand what a project diary is. To understand how self- reflection can improve your work. To understand that there are different ways of recording progress. To understand how costs affect an arts project. To understand the importance of changing plans if required. To be able to critique another person's project planning and offer support and praise where appropriate.
<u>specific</u> <u>skills</u>					
<u>Take Part</u>	Link pieces of art to the appropriate genre (choice of 2/3 answers).		Link pieces of art to the appropriate genre, justify	Link pieces of art to the appropriate genre, justify	Link pieces of art to the appropriate genre, justify

	To be able to link resources to the appropriate genre (choice of 2/3	Link pieces of art to the appropriate genre and justify	decisions. And discuss similarities and differences in	decisions. And discuss similarities and differences in	decisions. And discuss similarities and differences in
			similarities and differences in	similarities and differences in	aimilanitica and differences in
		desisions		Similar mes and arrier ences in	similarities and aifferences in
	appropriate capra (choice of 2/3	decisions.	work processes.	work processes.	work processes.
	appropriate genie (choice of 275				
	answers).	To be able to link resources to	To be able to link resources	To be able to link resources and	To be able to link resources
		the appropriate genre and	and skills to the appropriate	skills to the appropriate genre,	and skills to the appropriate
	To be able to revisit a skill in order	justify decisions.	genre, justify decisions.	justify decisions.	genre, justify decisions.
	to refine it.	J	g, g	<u> </u>	g, g,
		To be able to revisit a skill in	To be able to revisit a skill in	To be able to revisit a skill in	To be able to revisit a skill in
		order to refine it, identify	order to refine it, identify	order to refine it, identify	order to refine it, identify
				· · ·	
		areas of development.	areas of development and	areas of development and	areas of development and
			assess progress.	assess progress.	assess progress.
			To be able to identify the	To be able to identify the	To be able to identify the
			characteristics of an artist.	characteristics of an artist.	characteristics of an artist.
				To be able to identify the	To be able to identify the
				correct resources/work	correct resources/work
				processes needed for a specific	processes needed for a specific
				genre of art.	genre of art.
					To be able to discuss the
					differences between works of
					a certain genres (i.e. abstract
					painting as opposed to portrait
					painting).
					paining).
Evalence	The second		The state of the second s	The second second	The second second second
	To be able to link arts organisations		To be able to link arts	To be able to link arts	To be able to link arts
	to the appropriate activity (choice		organisations to the	organisations to the appropriate	organisations to the
	of 2/3 answers).	To be able to link arts	appropriate activity and	activity and discuss why certain	appropriate activity and discuss
		organisations to the	discuss why certain genres	genres need to be hosted in a	why certain genres need to be
	To be able to recall facts about a	appropriate activity.	need to be hosted in a certain	certain venue.	hosted in a certain venue.
	specific arts organisation / artist		venue.		
	(choice of 2 answers).	To be able to recall facts			
		about a specific arts	To be able to recall facts	To be able to recall facts about	To be able to recall facts about
		organisation / artist, to be	about a specific arts	a specific arts organisation /	a specific arts organisation /
		-			
			-		· · · · · · · · · · · · · · · · · · ·
		To be able to link job roles			
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		_	· · · · · · · · · · · · · · · · · · ·		
		uctivities.			
		<b>T</b> 1 1 <b>1 1 1</b>		attected his art?).	attected his art?).
			attected his art?).		
		artist and state key features	To be able to discuss job roles	To be able to discuss job roles	To be able to discuss job roles
		of the work.	within the organisation and to	within the organisation and to	within the organisation and to
		able to timeline the facts. To be able to link job roles within the organisation to activities. To be able to recognise a piece of art work from a specific artist and state key features.	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?).	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?).	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?).

Create	To be able to sequence activities in		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?). To be able to recognise a piece of art work from a specific artist and state key features of the work.	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?). 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. To be able to identify and	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?). 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. To be able to suggest ways in which the artist could have done things differently to create a very different piece of work. To be able to identify and
<u>Create</u>	To be able to sequence activities in order to plan an arts project (sequence 3 activities, i.e. get resources, do activity, check work). To be able to identify appropriate resources and skills needed for an arts project (at least 3 resources) To be able to follow 1:1 modelling and picture instructions to complete an arts project.	To be able to sequence activities in order to plan an arts project. To be able to identify appropriate resources and skills needed for an arts project.	To be able to identify and sequence activities in order to plan an arts project. To be able to justify decisions. To be able to research and estimate approximate costs for an arts project. To be able to identify appropriate resources and	To be able to identity and sequence activities in order to plan an arts project. To be able to justify decisions. To be able to research and estimate approximate costs for an arts project. To be able to identify appropriate resources and skills	To be able to identity and sequence activities in order to plan an arts project. To be able to justify decisions. To be able to research and estimate approximate costs for an arts project. To be able to identify appropriate resources and skills
		To be able to follow written and picture instructions to complete an arts project.	skills needed for an arts project. To be able to justify decisions.	needed for an arts project. To be able to justify decisions.	needed for an arts project. To be able to justify decisions.
			To be able to follow a written / picture checklist / video instructions to complete an arts project.	To be able to follow a written / picture checklist / video instructions to complete an arts project. To be able to 1:1 model activities to another student.	To be able to follow a written / picture checklist / video instructions to complete an arts project. To be able to 1:1 model activities to another student.
				activities to another student.	To be able to lead a small group to complete a task.

<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</u> <u>development</u>	Communication skills- Asking appropriate questions and listening to responses when troubleshooting ICT issues. Self-belief- Never giving up if unable to resolve the issues, continue to ask, listen and try different solutions. Self-management-						
Linked to independent research tasks and selecting appropriate information.   Suggested activities   Treasure hunts based upon arts org/artist facts   Looking at different arts projects every term (e.g.: sculpture, animation, painting, drawing) - exploring through artists and then creating own piece based upon that   Group research tasks - using an iPad and mind map to complete research task   Use of different mediums - photography   Completion of diary booklets.							
Online resources https://www.artsaward.org.uk/ https://www.artscouncil.org.uk/ Evidencing Work All work is evidenced in line with Arts award specification.							