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How to take an Arts Award with AAI

Basic information

Any young person working with AAI must register in advance. To register with AAI complete the registration form and send to: artsawardinitiative@gmail.com.

The Arts Award is by nature a complex Award, but very valuable.

It is not prescriptive and covers all art forms, and all artists, and allows students independence and freedom to develop their own learning pathways.

The Award seeks not only to extend the students artistic abilities, it encourages an understanding of the work that artists undertake in the community and provides pathways to success in the real world.

To pass the Award, the student must achieve certain milestones of achievement in art, research, planning and reviewing at various levels commensurate with age and ability; when working with AAI and they must create a portfolio of written work and artwork which demonstrates these achievements.

Arts Award qualifications are regulated by [Ofqual](#) (Office of Qualifications and Examinations Regulation) in England, [CCEA Regulation](#) in Northern Ireland and by [Qualifications Wales](#). The awarding organization is Trinity College London (TCL). Arts Award is managed by Trinity College London in association with Arts Council England. It is essential that students are led well, and the young person is given all opportunities to develop and demonstrate these new skills, so the Award is led by special Advisers who have been trained by Trinity College. These Advisers must work within an organization which is registered to deliver the Awards and moderate the student. Young people are not examined personally in order to pass - once a portfolio of work has been created it is checked by Moderators from Trinity College at an arranged moderation, before it is certified.

Currently, there are two ways to take Explore and Bronze Arts Award with AAI, our 'normal' way, using online study packs; and an option to use friendly downloadable packs based around Disney and Marvel oriented programmes. We have offered these at a much reduced rate, to help parents out. You can find the packs on our fb pages, but please register your young person before you start work: <https://www.facebook.com/groups/2760955333941665/files/>. Please ensure you read the relevant information email which accompanies these packs in the files area.

For further details about our online programme please continue reading.

The online independent Award

To take an Award you should follow a specific path, here are the basic steps, but there is also a lot more detail below to help you make decisions.

1. Find an organization to register with

The organization must be registered to deliver and moderate the Awards. They will allocate you an Adviser, who will be your student's teacher and guide throughout.

AAI is registered to deliver and moderate the Awards, and if you register with AAI then you will be allocated an Adviser automatically.

2. Decide what level of Award would best suit your child.

Your AAI Adviser will help you to decide, but you know your child best, for more guidance see below.

3. With your child, you plan, do and review a variety of activities, which extends the child's art capabilities and their understanding of art and arts in the community. Whilst enjoying their journey your child keeps a record of everything to show to the moderator.

AAI will create an online study pack for your child. This study pack has been devised by AAI to lead them carefully through their written work, to record their work, to provide a platform for their artwork, allowing them to create a full online portfolio which meets the demands of the Arts Award level and supports pass marks at moderation. Their Adviser also has access to the study pack and will keep an eye on them as they work and offer suggestions and supportive advice.

4. Once the study pack is complete the organization will arrange an opportunity for it to be moderated. The moderator checks the portfolio (no examination of the child is necessary) and decides if they have passed.

At AAI we have the following moderations planned: Spring 2020, Autumn 2020, Autumn 2021. In an emergency (for college applications etc) we may be able to arrange earlier ones.

How to pass an online independent Arts Award with AAI

1. Do all your work directly into your Arts Award study pack on the google doc. Created by AAI
2. Get all plans checked by us before you proceed;
3. Ensure all the questions in the study pack are answered in a sensible way, ie. in sentences, in chronological order;
4. Insert evidence of creative activity, presented well, ie photographs that show us what has been created in a way that shows it fully

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5. Insert primary evidence throughout, not secondary evidence, including:
 - a. full details of planning research,
 - b. evidence of attendance at events,
 - c. hand-written/emailed reviews of work/leadership projects,
 - d. evidence of public sharing in the form of:
 - i. § a photograph of the work being 'shared' (for Discover/Explore)
 - ii. § and/or a printscreen of the work on www.artsawardVoice.com (for Gold/Silver/Bronze)
6. The Moderators and Advisers do not like you changing the fonts on your work. It's boring but they have to read up to 50 docs a day - and they prefer you to work in Arial font, in black - you can add a little colour in certain places to emphasise something special but try to keep it boring please. Don't worry too much, after the moderator has finished with your work, we will let you change it as much as you want before you print your final copy for your files, so you can make it lovely after it has been moderated
7. Photographs are good too, we like them, they are essential as evidence, but keep them small - the Moderator can't read a file which is full of A4 size photos - on average go for approximately 7cm for horizontal photos and 5cm for vertical ones, you can change them to a larger size after moderation

If this limits self-expression please feel free to add information from sketch books or scrap book/folders, inserting photographs of this into the pack too. Original artwork should not be posted to AAI for moderation. Photographs of work can be inserted into the study pack.

How to pass an Arts Award using the DIY themed packs

Please read the email introducing these packs and follow the instructions in the packs and in the email. Copies of this email are available on request.

Advisers

What is an Adviser?

An Arts Award Adviser will provide you with the means to create an Arts Award portfolio, giving you advice and support throughout. They will then mark your work and arrange for it to be moderated.

A good adviser will help you with most situations, and if they don't understand any issues they will discuss these with Trinity College.

Do I need to find an Adviser before my child starts?

You do need to register with an Adviser before you start the Award. However, if you register with AAI you will automatically be allocated one.

Age

When can my child take part in the Awards?

Trinity recommends the following ages for school students.

Discover: age 4-7

Explore: age 8-10

Bronze: age 11-14

Silver: age 14-16

Gold: age 16+

However, as we cater for high ability and home educated young people who approach education differently, we allow students of any age to take any level and we expect parents to undertake research and assessment of their child's skill sets to determine the level best for their child. To ensure you choose the right level for your child please read the level pertinent information at the end of this pack. If you are still uncertain, please contact us as we can arrange for you to view the packs and assess their appropriateness. Unfortunately, in some instances our Adviser's may disagree with your choices, in this case we reserve the right to refuse our services. If a young person is struggling at any level of Award, we will suggest another, and we are happy to support this transfer.

At what age can my child be moderated?

Trinity allows moderation for all levels between the age of 4-24, with the proviso that Bronze, Silver and Gold are moderated after, or on the eleventh birthday.

Arts Apprenticeships for Gold Award

At Gold level you should identify and participate in development opportunities through practical involvement in work placements, volunteering, training, or workshops.

These can be in any area of the arts and within your own artform or similar, and in the wider arts and cultural community.

You should undertake five days of work placement or volunteering or two days training as a minimum requirement.

You must:

- record what you found out about the opportunities available,
- discuss what you learnt while undertaking the activities,
- discuss what you found out about the organisations you worked with,
- ascertain the impact this experience has had on your own practice.

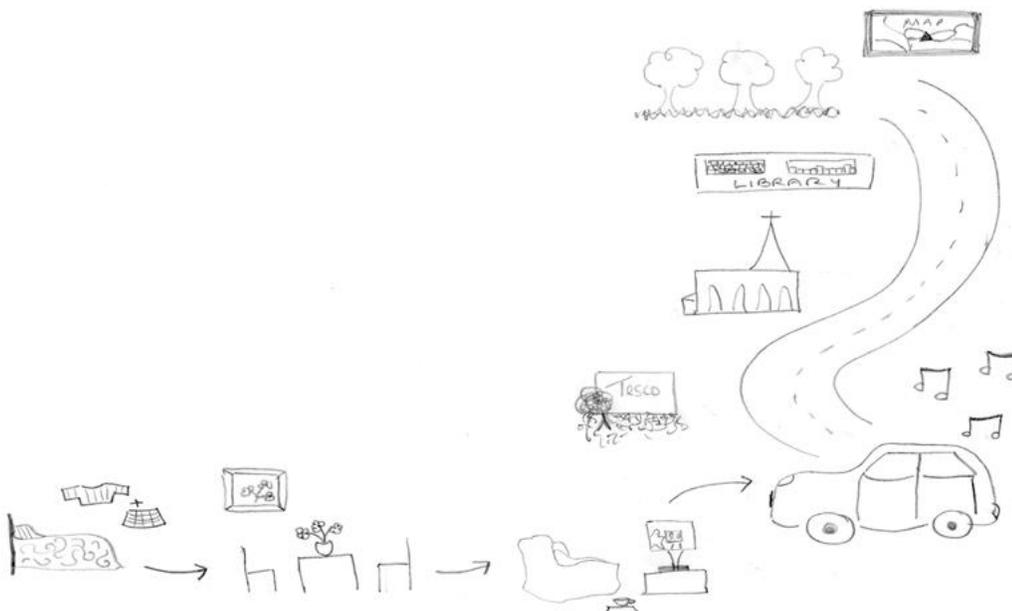
AAI recognises that many young people will not be able to find an opportunity, and you may also not be able to find or fund an appropriate training course. So we have created a free online Arts Management course.

This course is meant to be a taster for a small business start-up; or a guide to revising standards for those already running a business. If you are interested in running your own business now or in the future, and wish to take this course, please email AAI for details.

ArtsMap

This is a lovely way to encourage the student to see art everywhere. They look at every aspect of their day to see if they can see 'where the art is' – of course it is everywhere, in the form of design, technology and art. They then create an ArtsMap to illustrate their new learning and understanding. The map itself is a sketch of all the art the child notices through the day, or during snatches of a journey which the student wishes to explore. If the student has created a simple day sketch at Discover level, we recommend that they try photograph versions or explore journeys at Explore level.

An example ArtsMap



Description of my ArtsMap

On my journey I encountered many different art forms:

- My bed was designed by furniture designers for craftsmen to make
- My blankets were designed by a textile artist and created by a craftsman
- My clothes were designed by a fashion designer and made by hand
- My table and chairs were designed for craftsmen to make
- I have a vase designed by a ceramicist – and a cup for my coffee
- I have pictures on my wall painted by a visual artist, and some photographs by an amateur photographer
- On my TV Marge and Homer were drawn by a cartoonist – they act in a drama scripted by a writer, and filmed by a film maker

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- My car was designed by a car designer
- As I drive I listen to music, written and played by musicians, and sung by singers, musicians, choirs
- I pass a church designed by architects, a library full of books written by writers and illustrated by illustrators, and a big advert for Tesco's designed by a graphic designer
- I then arrive at my destination, a park designed by landscape gardeners – and I follow a map drawn by a cartographer, to the duck pond!

How we assess the work

Discover and Explore Awards

Discover and Explore are assessed on completion of sections with requisite evidence; please see the tick lists for evidences required, for each level of Award, at the end of the pack.

Bronze levels are assessed on the following

1. How well young people plan and evidence their research whilst planning
2. Their reviews of their experiences - they answer all the questions in the pack in full and provide required evidence as stated in the pack and in the tick lists.

Silver and Gold students will be assessed on several criteria

1. The timeline of the young person's work – it is important to plan the work, do the work and review the work - in that order! Young people who do not undertake their work in this order often flounder and if they don't do everything in the order it is set out in the study pack then this may give them hours of extra work to do, as everything has to be put back into the right place before moderation.
2. The planning of your learning journey and leadership project - here young people may make mistakes, we will check all plans before they proceed, once completed and agreed with us plans should not be changed under any circumstances. Changes to plans are 'reviewed', the plans are not changed.
3. The delivery of the learning journey and leadership project – young people are not assessed on what goes wrong or right - but on how they handle problems. They should not be afraid if things don't go according to plan – they should deal with problems as best they can, most situations can be salvaged.
4. The reviewing of the learning journey and leadership project.
5. The appropriate evidencing of everything in the doc
6. The quality of the work and the quality of direct achievements is important - but they are not the most important things in the Award portfolio. The most important things are:
 - a. how hard young people have tried,
 - b. how much they attend to detail,
 - c. how well they complete the study pack and how much they have learned.
7. So ensure the young person puts some effort in, learns a lot and discusses everything in full.

Challenges

Who needs to set themselves a 'challenge'? What is a 'challenge?'

Up until Silver level the student does not have to follow any plan which leads to the achievement of a challenge. These levels were created to encourage the child to explore a world of art, not limit them to one genre, form, or creative pathway.

However, once a young person reaches Silver and Gold level, one assumes that they are of a certain age and they prefer specific artforms/genres etc. At this stage they are encouraged to set a challenge and their whole portfolio will reflect how they work towards achieving this challenge:

Silver Challenge

Young people have one challenge, they can either:

- set themselves a new challenge, hopefully in a new genre or artform
- or demonstrate some weaknesses with current practice and determine how to remedy these weaknesses

Gold Challenge

essentially young people undertake two challenges

- they should be able to establish themselves as artists in a specific genre or artform and they extend their practice in this art form/genre.
- Concurrently, they learn elements of another artform/genre which enhances and enriches their work in their original artform.

At Silver and Gold level you discover credible options for learning, ie workshops/artists to work with and, exhibitions or shows to attend; if you can't find these then your challenge is not workable and you must change your challenge.

Use one of these flowcharts to ascertain if your challenge is viable and sustainable:

AAI and the Arts Award

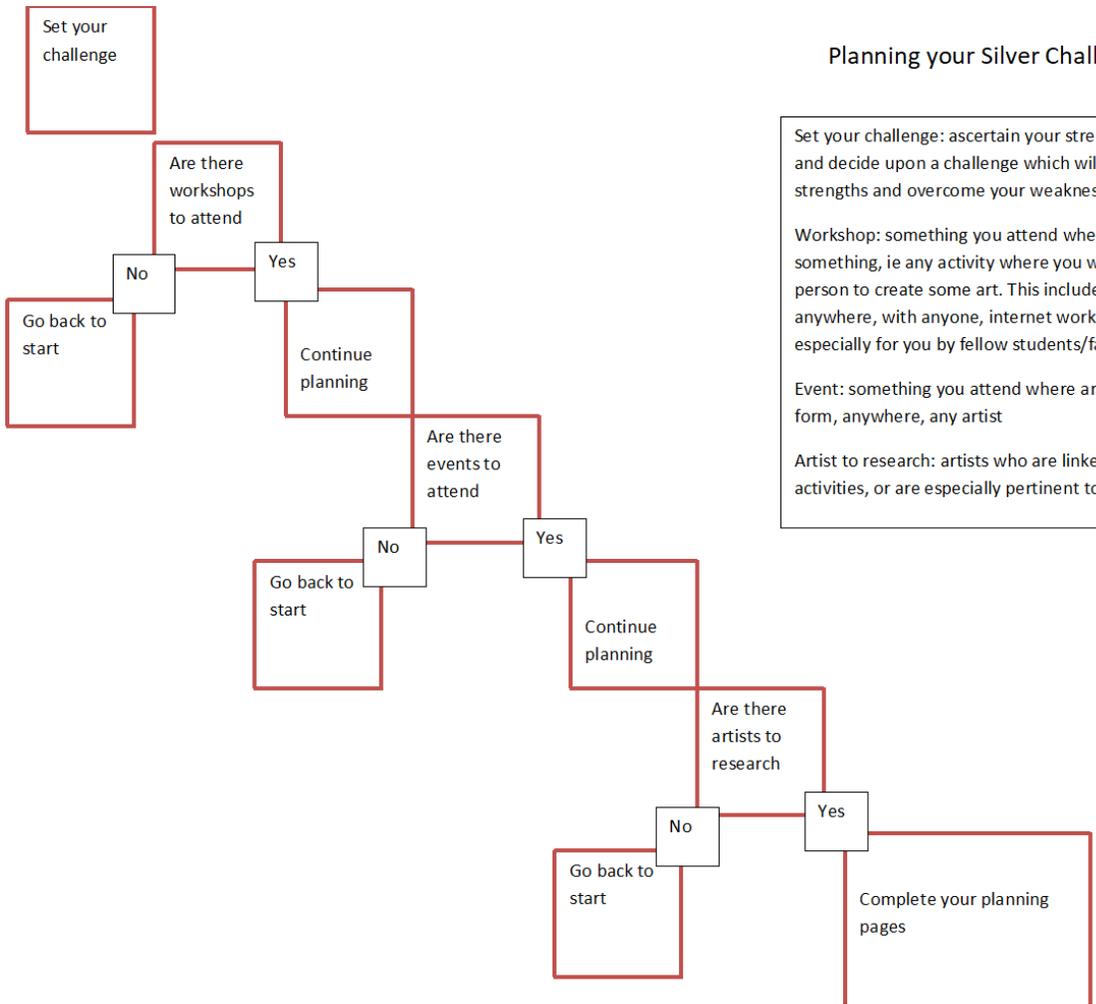
Planning your Silver Challenge

Set your challenge: ascertain your strengths and weaknesses and decide upon a challenge which will enhance your strengths and overcome your weaknesses

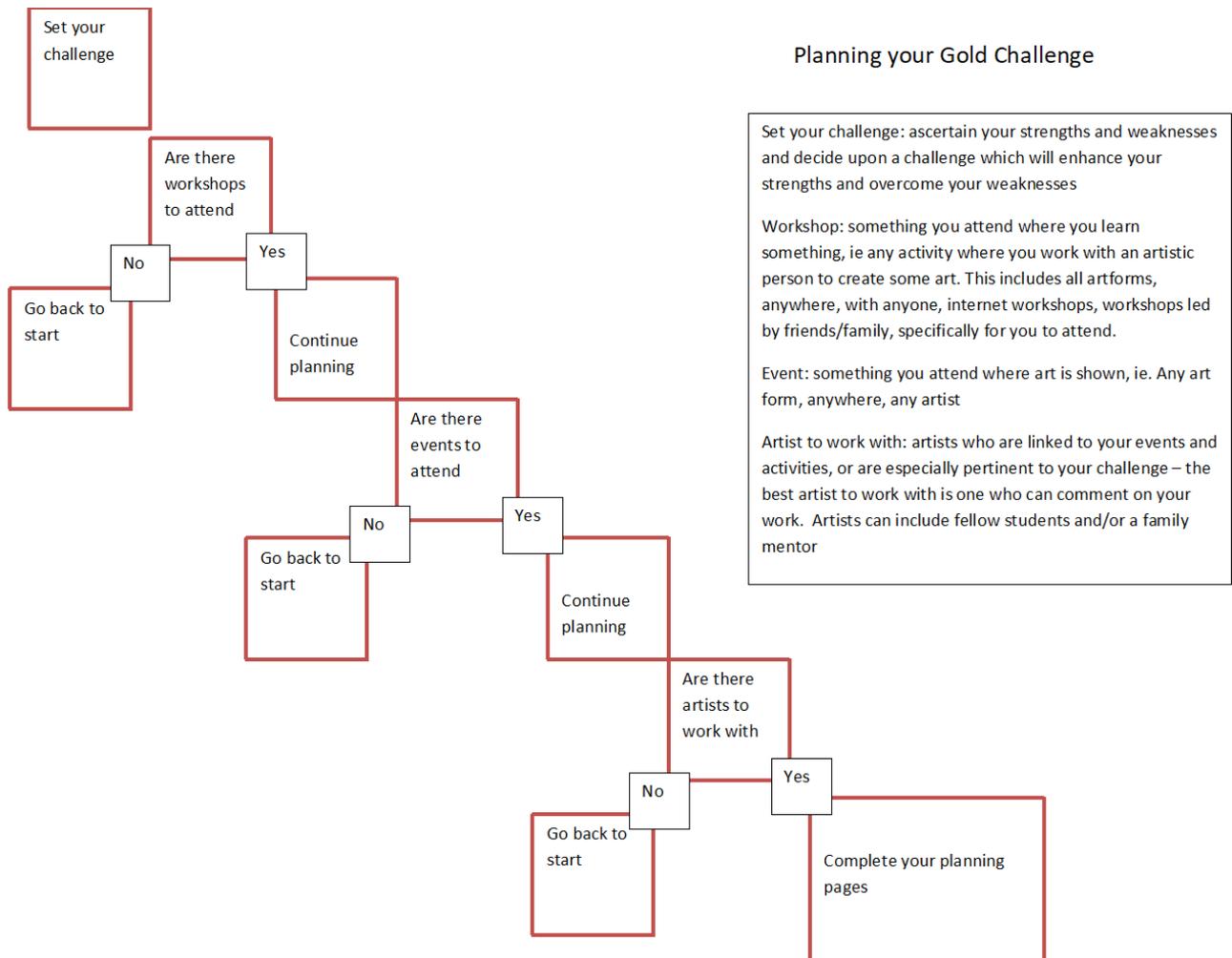
Workshop: something you attend where you learn something, ie any activity where you work with an artistic person to create some art. This includes all artforms, anywhere, with anyone, internet workshops, workshops led especially for you by fellow students/family members etc

Event: something you attend where art is shown, ie. Any art form, anywhere, any artist

Artist to research: artists who are linked to your events and activities, or are especially pertinent to your challenge



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Why does AAI have to confirm challenges for Gold and Silver are acceptable?

At both levels there is an important planning procedure, whereby weaknesses are identified, and challenges set. At this stage the Adviser may question a challenge or ask for more information to clarify choices, it is important to follow their advice before proceeding with the challenge. If the Adviser has any uncertainty, they may ask another Adviser for help, or contact Trinity for delivery advice.

Evidence required

Young people should evidence all artwork created by putting photographs of it in the google doc.

Not only must they pursue an exploration of art and document it, they must show evidence of it.

Young people must include a range of the following, if possible:

- photographs showing them at events and workshops;
- scans or photographs of tickets;
- flyers for events, programme of events;
- url links to sites where they found information about the event/artists (and they should include a screenshot of the page as the Moderator may not be able to follow the link, and/or, the website may change before the study pack is moderated and the Moderator will find something different if they follow the url);
- a photograph of the young person viewing the online exhibition;
- a photograph of the young person taking part in an online workshop.

See the tick lists next to the Award descriptions below for requirements specific to each level, and where to put each piece of evidence.

Exhibitions and shows

What is an exhibition?

Any exhibition can be created artistically, but not everything on display in exhibitions is 'art'.

Young people should look to see if anyone has created anything, designed anything, or used any artistic skill in the work on display. If they have then it is an exhibition of artwork.

This can include anything created, and be large or small, in an official venue or not, inside or outside, fun or boring, a school exhibition or a classroom display.

What is a show?

A show is anywhere anyone shows their artistic skills: including dance performances, dramatic productions, comedy shows etc.

These can be large or small, in an official venue or not, inside or outside, fun or boring, or a school production.

If finances are tight there are quite a few online opportunities, or watch a film.

Fees

The cost of a DIY Disney or Marvel themed pack

Explore: £25

Bronze: £35

No discounts are available for any DIY Award.

If completed in accordance with instructions given by AAI in the files on AAI fb pages, or by email, the fee includes:

- Adviser advice if requested,
- Assessment,
- Help with improving/amending a completed pack,
- Moderation,
- Postage of certificate.

The cost of an online, independent Award

Discover £35

Explore: £45

Bronze: £75

Silver £80

Gold £100

Additional information

Discounts applicable

- no more than one discount will be applied to each Award purchased.
- if the young person/family/group is eligible for more than one discount the highest discount is applied

Scholarships

Full and half scholarships are available in October on all levels. These are applied on an applicant basis and discounts offered are not negotiable, nor will they apply to subsequent Awards or siblings/friends

Groups

Arts Award prices are substantially reduced for Arts Award groups. Group definition:

- meetings for Arts Award for 5 or more children at any level
- a group which has been registered with AAI, email: artsawardinitiative@gmail.com to do this as the leader must arrange the discounts with us in advance

Reduced fees

there is an automatic 10% reduction for:

- home educated students
- returning students (ie. those taking a second, higher level of Award with AAI)

Or, an automatic 20% reduction for:

- returning students (ie. those taking a second, higher level of Award with AAI) who are home educated;
- students whose family are in receipt of benefits;

Notes:

There will be additional costs for portfolios completed offline

Prices for portfolios not completed with AAI Advisers, who wish our Advisers to assess and moderate the work will be quoted separately, especially if these are not moderation ready. These will be quoted on request.

Changing your mind

- You have a 2 week grace period after purchase, in which you can cancel or transfer to a different level.
- After the 2 week period cancellations and transfers from one Award level to another, or transfer between siblings, will incur a £10 administration fee
- After a 4 week period cancellation is not possible.

What's included in the fee:

Award prices are fully inclusive of online support by an allocated Adviser, on google docs; facebook sharing on our official facebook pages; marking and moderation/certification; postage of certificate.

These prices will increase if the student wants to use any method of delivery other than our online study packs on google docs. This cannot be quoted for in advance as each case is different.

Your money pays for:

- Moderation costs
- Portfolio support costs – maintenance of the online study pack only
- Postage of certificate
- Adviser marking, support and assessment

If you do not want to pay our fees

- Watch out for our sale periods,
- or try to work with a group which gets discounts (ask about these on our fb page: home ed arts award)
- feel free to research alternative options for delivery, some museums and art centres have opportunities which are supported by grants and thus will cost you less/nothing.
- If you can't pay our fees your child may be eligible for one of our scholarships. Please enquire.
- You may need to pay by instalments, or in lieu of work completed, terms can be arranged. Please enquire.

Where does your money go?

AAI is not run for profit, and the Director does not receive a salary. Money taken covers moderation and postage, telephone tutorials and other financial and administrative costs.

AAI and the Arts Award

Contract staff/teachers/Advisers are paid according to their contract. Monies taken in excess is used when AAI offer workshops and courses for special ability and/or disadvantages young people. Scholarships are offered every October, ask for details if you want to apply.

Health and safety, and safeguarding

Health and safety, data protection and safeguarding are AAI responsibilities. Documentation pertaining to these, and explaining how AAI manages long distance care by relying on a responsible adult, is available on demand.

Essentially, at remote events, or when a young person is exploring the internet or working with others beyond the AAI remit, health and safety, data protection and safeguarding become the responsibility of the parent/guardian, or an adult appointed by the parent/guardian.

As leadership projects are independently run this includes all health and safety and safeguarding of leaders and attendees at leadership projects.

We assume that the parent/guardian/appointed other will be responsible for the support of the young person during attendance of all activities and events.

We assume no responsibility for problems incurred while the young person researches online.

Occasions when AAI will require the adult responsible for the young person's safety, include

- When a young person submits plans for their journey. We do check these, and under some circumstances we email to ask parents to confirm their child is supported if they are undertaking activities we perceive could be dangerous or threatening in any way, however this is a professional courtesy and no acceptance of responsibility by AAI.
- We also require the young person to work with at least one adult when they are offering leadership projects for Silver or Gold levels. The young person is required to consider health and safety whilst planning the project, and their assessment must be shared with the responsible adult.

Leadership projects

At Bronze, Silver and Gold level, students have to offer a learning opportunity to others. AAI recognise there are many variabilities and prefer the student to offer a taught event or project as this is the best way to learn and demonstrate several unique learning outcomes.

Bronze:

- A short teaching event must be planned and delivered by the young person. It should last for more than 20 minutes.
- Our study pack planning pages should be followed carefully and delivery must be reviewed appropriately (see study packs).
- The attendees can consist of a family member/s, or friends.
- The project does not require advertising in advance or extensive materials/venue management.

Silver:

- The young person must organise and deliver a project, not a workshop.
- The project should be:
 - a one off all day event, or
 - a series of workshops, or
 - a series of activities offered online, or
 - a taught lesson which is videoed and posted as an educational online, or
 - a combination of the above, or
 - an alternative format which they have OK'd with the Adviser in advance
- The event should be planned to allow young people to learn how to organise larger projects. We do not expect children to deliver a full day of tuition to strangers, however we encourage young people registered with us to offer a more 'open' project which is not limited to friends/family/colleagues (although we appreciate that in many instances their final audience will consist of friends/family/colleagues as their advertising may not pull in members of the general public).
- The projects should be managed as if they were an open project, and advertised on our registered student's fb page, and venues and materials should be managed by the young person as if it were a public project
- It should all be planned carefully in order to ensure ALL aspects of the study pack are covered in a timely fashion.
- We encourage them to 'hire' people to work with them, for example a friend or a family member; by invitation so the young person can learn how to work with a team - so do expect to participate.
- We also expect children to show and evidence that they can control an array of helpers at their event – so expect to be invited to meetings to discuss the use of your kitchen – and expect notes to be taken!

Gold:

At Gold Arts Award level the young person should offer a project not a workshop.

- The project should be:
 - a one off all day event, or
 - a series of workshops, or
 - a series of activities offered online, or
 - a taught lesson which is videoed and posted as an educational online, or
 - a combination of the above, or
 - an alternative format which they have OK'd with the Adviser in advance.
- The outcome of the event must be shared with an audience and must be organised by the young person.
- The event can include family/friends/colleagues but should be open to a wider audience.
- The young person should work with people on a very professional level, and evidence this. The student should source materials and evidence this.
- The young person should be the one who does everything – not a parent/guardian/adviser, if the young person is not able to undertake any task, for any reason, please contact us to confirm this is acceptable (we understand that parents can post on social media for young people if they do not have accounts, no need to check about this in advance).
- At every level AAI acknowledges that the young person is not an adult and therefore must not work unsupervised by their responsible adult – young people, aged 18 and over, can work unattended, but we recommend that they involve an adult to assist in a safeguarding/health and safety assessor/first aid role – they are still our students and we expect them to be supervised as they learn how to lead. Supervision can take many forms, but we insist that a parent/guardian/invited adult, takes full responsibility, and attends the event in a safeguarding role. The young person should invite you to take this responsibility in a written format in order to facilitate evidencing the responsibility in the portfolio - and the responsible adult should respond accordingly. We also ask the student to complete a Health and Safety assessment before starting work, this should be shared with the responsible adult in a way that can be evidenced in the study pack,. If any student completes their leadership project before the Health and Safety assessment is countersigned and evidenced, they run the risk of us refusing to assess it.

Moderations

What is 'moderation'?

Arts Award is regulated at Explore through to Gold and therefore requires moderation, where the Award portfolio is checked by a Moderator at a Moderation.

AAI organise all this so you can simply enjoy the learning journey with your child.

Online packs

With our online packs, we assess the young person's work, as they work, so if there are any problems, we can pick them up quickly.

We also conduct a very thorough final assessment once they have finished all work.

The work may be assessed as not having met the requirements, and families and young people may be advised to conduct further activities or submit additional evidence. We will guide you through this process carefully.

DIY Disney and Marvel themed packs

With our DIY themed packs, the instructions must be followed carefully, and we assess all work once it is completed.

The work may be assessed as not having met the requirements, or it may be presented in a system not convertible to our systems, and families and young people may be advised to conduct further activities or submit additional evidence. We will guide you through this process carefully.

If you want to use our downloadable packs it is very important that you read and understand the email which accompanies them. If you do not have a copy of the email please ask and we'll send it to you.

Once the study pack is completed to your Advisers satisfaction, the work is automatically entered into our next moderation. During this moderation a Moderator from Trinity College will check your Adviser's assessment of your portfolio. Your child is not required to do anything other than complete the portfolio and is not required to attend. Parents are informed of the child's results via email by the centre, once the moderation is complete and results confirmed by the issue of a certificate by Trinity College.

What happens if the study pack does not reach the criteria required for success at moderation?

We do not expect all portfolios to pass at the moderation stage.

If we have informed you or the young person that there is a problem with the portfolio, but you or the young person insists it should be moderated as it stands, then we cannot be assured of a pass. If we have advised that the portfolio will not pass then you will be responsible for payment for a second moderation, however, we will continue to support your child to the best of our abilities to support a pass at this second moderation.

If we have advised that the portfolio will pass, but it does not, then we will help your child to address any deficiencies in the portfolio and we will pay for a second moderation.

Discover Arts Award

Discover Arts Award is not a qualification, it is classed as an 'Introductory level', it is certificated. The centre and your Adviser are responsible for ensuring the arts log meets the standard of a pass, although certificates are issued by Trinity College, London.

Online options for sharing work

Trinity insists that various sections of each portfolio are 'shared'.

At Discover and Explore level you share all your portfolio, although this need only be a showing to a family member or friend, and it should be evidenced with a photo of the sharing, and a handwritten note.

Bronze, Silver and Gold levels share certain sections publicly. Young people can do this themselves by creating or taking part in an exhibition/show of work, or they can use Voice or AAI's fb sharing pages. Please see the 'tick lists' below for specifics. We appreciate that some young people are too young to use social media sites, or they are not on social media sites by choice. If this is the case we recommend:

- A responsible adult should load the work online for them, and the young person should state in the study pack why the responsible adult is doing this.
- Or the young person should share their work on Voice.

What is 'Voice'?

www.artsawardvoice.com, voicemag.uk or 'Voice', is a purposed website developed by Trinity College London, for use by all involved with Arts Award.

It is an open site, and whilst policed by them, it is not always suitable for young children.

We recommend it is used by mature students or older children with adult accompaniment.

If there are opportunities to share locally eg. At your local home ed meet, then take them.

All attendees at Woodbridge studio workshops, or AAI workshops elsewhere, will exhibit on site.

Facebook groups supported by AAI:

AAI offer the facebook page: 'Arts Award Initiative - registered students sharing page' at: <https://www.facebook.com/groups/549437855435698>.

This is an exclusive group, well moderated, but we still recommend only young people age 13+ post, and this is supervised by a parent. Parents can post on this page for their child if they are under 13.

AAI and the Arts Award

It is exclusive to current home ed students, and all members are students' or parents, so you will get some nice comments on this page.

AAI requests that all people sharing on the fb page please:

- Do not break the rules of the group.
- Also comment on 10 other posts, this ensures that everyone gets enough useful comments to complete their study packs.
- Keep comments positive, look for the good in the young person's work.
- Remove all posts once they have received comments, and post and comments have been copied into the study pack.
- Remove themselves from the group once they have finished working with AAI.

Portfolio development

What is an Arts Award portfolio?

A portfolio is simply a collection of work. Normally the term refers to a collection of artwork. We may use this phrase to discuss the place where you keep your Arts Award work.

The AAI Arts Award portfolio consists of:

- the study pack on your google doc,
- the work on www.artsawardvoice.com or our fb page, which will evidence all of the child's work.
- Artwork is kept safe at home and photographs are added to evidence it.

What is an Art portfolio and who needs one?

If you want to take a visual arts course at College or University, it is imperative that you have an art portfolio to show at interviews. This can be kept in any format, but generally original artwork is kept in a folder of some sort. As loss of this hard copy folder would restrict career opportunities we recommend that all young people also keep a digital copy of their arts portfolio.

AAI support a fb page dedicated to supporting young people who are building art portfolios: Arts Portfolio Club, at: <https://www.facebook.com/groups/344437056667915>. This is an open group, members, posts and comments are not regulated, and we recommend that parents supervise any young people working/sharing on it.

What should an Art portfolio include?

- Artist investigations, and work completed by you in their style
- Art period investigations, and work completed by you in this style, eg. impressionism
- Development work, which shows your style development over (a period of) time, eg work at the beginning of a course, and your 'final piece'
- How you use different techniques
- Pieces that show your ability to use different materials in different ways, eg. printing with acrylics v. painting with acrylics
- Pieces of work showing a variety of items and scenes to show you are not limited in subject matter
- Work in a variety of media, showing at a minimum how you use:
 - Pencils, pens and inks

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- Chalk, pastels and charcoal
- Watercolour
- Acrylics
- Oils (use water mixable oils, they're safer and less smelly!
- Something unusual – craftwork or graffiti?

We do not encourage young people to send an arts portfolio to us. Work can be lost or damaged in the post and chances for acceptance into further education would then be reduced. We would like young people to photograph their artwork and add the photos to the Arts Award study pack where appropriate.

Qualification information

The Arts Award is an accredited qualification, credits and validity are given here:

<http://www.artsaward.org.uk/site/?id=1971>

Arts Award v. GCSE and A levels

Arts Award is not equal in size to GCSEs or A Levels but young people are working and assessed at comparable standards. They are not GCSE's and they are not A levels; they are a different kind of qualification with a different focus.

Obviously, all these the qualifications are focussed on learning about different art forms and media and all levels of the Arts Award focus on expanding and enhancing art skills and understanding. However, they do so in slightly different ways to GCSE/A levels. They are equivalent to them in 'points' value but have different expectations.

1. Subject matter varies much more with Arts Award, you can learn about any art form or media as it encompasses everything which can be called 'art' - and at AAI we have seen just about all the different art forms there are, from fire juggling, oboe playing, jazz dance, cake decorating, and illustration, to name just a few this year.
GCSE/A level Art focuses on expanding an understanding of art and artists.
Arts Award allows young people to focus on the art skills they value the most and gives them practical qualifications for the work they would have done anyway whilst following their passions.
2. Although Art is the foundation for this qualification, and art skills are explored at Discover, Explore and Bronze level, and progressed exponentially at Silver and Gold level, Arts Award has a different depth of learning. Particularly, when taking Silver and Gold Arts Award, you study specific art forms/media in depth and you learn a lot about how artists in your field work in the community - it is, therefore, a very practical qualification for a young person who wants to work in any artistic profession and some professions, such as illustration, value this deeper understanding of the artistic community and the way it communicates with the world.
When taking GCSE/A levels you study a greater variety of art forms and media, and you learn many art skills at a basic level (although if your course is well led you may become a master of some).
Arts Award allows you to specialise.
3. When Arts Award was conceived it was granted its accreditation as a qualification different to GCSE/A level for the strength of the researching, reviewing and reporting skills which the student learns. Hence it is a valuable qualification to take if you want to learn skills for life - and many students use it to get into professions which value these skills - not just the practical arts such as illustration, architecture etc. but others such as science, teaching etc. GCSE/A levels are obviously best suited to those who want to study fine art etc, but some young artists have complained that they knew nothing about their profession after taking GCSE/A levels.

AAI and the Arts Award

To clarify 'points', see the most up to date information from Trinity which compares them as qualifications: <http://www.artsaward.org.uk/site/?id=1971>

Please be aware, not all Colleges/6th forms will accept an Arts Award in lieu of a GCSE/A level because the content is different. If you are taking an Arts Award because you want to take a specific course you **MUST** speak to your course administrators in advance.

Research

Young people will learn different research skills at each level of the Award. The skills they learn will vary between levels, and will be different if they choose a themed pack or an online pack.

DIY themed packs

If the young person chooses a themed pack it is assumed that they have already undertaken an element of planning research in order to choose their pack.

Research involved at Explore level when using DIY themed packs

At Explore level the young person will:

- enjoy learning what art is, and learn the names of some artist categories by actively researching what art they encounter through their day;
- research the work of Walt Disney;
- learn what an arts institution is and research The Lyceum, London, this can be done by visiting the institution or doing research online/through books or magazine articles.

Research involved at Bronze level when using DIY themed packs

At Bronze level the young person will:

- research someone that has inspired them, and their artistic development for their arts inspiration project. The artist can be any artist relevant to the theme of the pack

Online packs

Research involved at Discover level

At Discover level the young person will:

- enjoy learning what art is, and learn the names of some artist categories by actively researching what art they encounter through their day
- research the work of an Artist of their choice and answer several questions about their artist

Research involved at Explore level

At Explore level the young person will:

- enjoy learning what art is, and learn the names of some artist categories by actively researching what art they encounter through their day;
- discuss with their responsible adult which activities they will take part in for each section of their Award;
- research the work of an Artist of their choice and answer several questions about their artist;
- learn what an arts institution is and research one, this can be done by visiting the institution or doing research online/through books or magazine articles.
-

Research involved at Bronze level.

At Bronze level the young person will:

- Research which activities they can take part in for each section of their Award, and provide evidence of this research in their plans;
- Will research someone that has inspired them and their artistic development for their arts inspiration project. The artist can be any artist in any artform from any era, and they need not be successful artists, they can simply be anyone they admire/friend/family member who taught them something important about art.

Research involved at Silver level

At Silver level the young person will:

- Research which activities they can take part in for each section of their Award, and provide evidence of this research in their plans;
- The Silver Award has a whole section based on research of artist/jobs/education and artform. The research for this section should be pertinent to the challenge, and the artist researched should be an inspiration for the young person. The arts project on the artist of choice should reach approximately 500 words and can include an interview with the artist. The arts practitioner/teacher can be another student or a family member/friend. The project should also include a bibliography.
-

Research involved at Gold level

At Gold level the young person will:

- Research which activities they can take part in for each section of their Award, and provide evidence of this research in their plans;

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- Research possible opportunities in which they could work as a volunteer in the arts community;
- research a topic of concern in the arts;
- should try to find an arts practitioner/teacher/arts institution to work with and research and create an artist's profile on this arts practitioner/teacher;
- Research the artist who they have worked with. An arts project at this level should reach approximately 500 words and can include an interview with the artist. The project should also include a bibliography. The arts practitioner/teacher can be another student or a family member/friend.

Scribing

The adult responsible for completion of the portfolio should not add anything to the portfolio unless asked to do so, it is acceptable for them to offer help and support at all levels but they should not write the reviews etc for the child – although scribing their words is acceptable if they put a little note at the back of the pack for the Moderator, to explain why this was necessary.

If scribing goes beyond simple typing of dictation because the young person has special needs, please advise your Adviser and if possible, offer a statement or doctors letter to support your intervention.

The young person should always decide what options to take, and is asked what they want to take part in as part of the planning processes; to avoid disappointment it would be best if the supervising adult gave them a choice from some feasible options and asked them to choose, rather than letting them imagine something unattainable. Please research options with them and provide evidence of research, eg. Website page screenshots etc/photographs/email invitations etc.

Study packs on Google docs

Why do I have to work online?

You do not have to work online.

At Explore and Bronze level you can choose to work into our DIY Disney and Marvel themed pack.

You can work in a purpose designed log book (available from AAI) or you can work on paper or in a sketch book etc. Essentially, the work can be delivered to us in any format. However:

- You will be charged additional fees in advance
- You will be charged additional charges (eg. postage)
- You will not have the benefit of our help as you work

Can I change the pack?

The acceptable way to complete the study pack is by placing an answer under each question.

- Do not move questions
- Do not ignore questions
- Do not change questions
- Do not delete questions

In the tick lists, at the end of the pack, we advise when the young person can write in prose, as opposed to answering the questions. Essentially writing in prose is only acceptable for work which is to be shared. In this case the questions should be answered as normal, and the answers used as the backbone of the prose.

Any packs which are compromised because a young person has not adhered to the above may have to be re-built as we may not be able to assess the portfolio appropriately. The parent will be charged extra if Advisers have to spend additional time doing this.

Can I work on any other delivery platform?

You can work anywhere you like. However AAI want all online portfolios to be on google docs, and all downloadable study packs should be sent to us on a word.docx if possible (please email us if this is not possible).

AAI will not be held responsible if:

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- The delivery method you choose is incompatible with our systems
- The delivery platform is not one we can access and we are not able to assess your child's work
- You choose not to use our study pack and consequently miss vital parts of the Award requirements
- If this work is inaccessible to the moderator on moderation day, for any reason, and consequently it can't be moderated.

Plus:

- You will be charged additional fees in advance
- You will be charged additional charges (eg. postage of any hard copy work)
- You will not have the benefit of our help as you work

How to use Google docs

Using a google doc is like using a word doc.

Specific use:

- Open the google doc by using the link we emailed to you
- Type into the document
- Close the document by clicking on the blue button at the top left of the page (next to your document title and menu) – do not try to save your work, saving is an automatic feature
- How to add a photograph/screenshot-
Options from menu: insert, image, click on location of your image,
- How to see your Advisers comments-
Your Adviser will check your work regularly, and if there is a problem, they will leave comments on the right hand side of the page. If you can't see any comments then we suggest you open the doc on a PC, if you still can't see comments then please email us as a matter of urgency.

Using google docs is quite scary as it has some very strange features – for example you don't 'save' your work! We recommend that young people try making amendments to their work and try closing and opening the document to reassure themselves that everything they do is saving correctly. Also, we recommend that young people try different menu options before they start.

Why use a study pack?

Our study packs were designed by AAI, to helpfully lead the home educated young person, or independent young person, through the Award requirements. Sensible use of the packs will most likely result in a pass mark at assessment and moderation.

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Submissions for moderation not in prescribed formats will be charged extra:

- You may be charged additional fees in advance
- You may be charged additional charges if an Adviser has to spend additional time on the portfolio because the study pack rules have not been adhered to
- You may not have the benefit of our help as you work

Students from other centres

We have a number of young people who come to us with partially completed portfolios, and they want us to help them to complete their portfolio and get their work moderated. We will attempt to access and assess their work in the format in which they have been created, but unfortunately, we may have to ask young people to transfer their work into one of our study packs. Apologies for any inconvenience this causes.

Time frames

Trinity suggest time frames for the Awards to be completed in, but does not stipulate the length of time portfolios need to be completed and submitted for moderation as this will be determined by the learning styles and needs of the young person..

What can happen if the young person takes excessive time to complete a portfolio??

At our centre we have several concerns if the young person takes too long to complete:

- If the young person takes several years between sections, then the level of maturity and academic development of the young person will vary between sections. Thus, the qualification will not reflect the child's ability at the age of moderation.
- It is recommended that within reason the child completes within a sensible time scale. A reasonable time scale for Bronze, Explore and Discover is one year from purchase. For Gold this is up to 2 years. At Silver level 2 years is acceptable, especially for complex projects.
- At Silver and Gold, timetabling of work is expected, this is to facilitate our understanding of the timing and processing of the learning journey and to help your young person stay on track.
- Whilst opportunities to learn may be spaced out, and this can be accommodated for, all work should be written and reviewed within a valid space of time.

What is art?

There are many kinds of art and they are called Art Forms

These can include:

Performing arts -

- Dancing
- Singing
- Playing music
- Acting
- Filming

Textile arts –

- Knitting
- Sewing
- Weaving

3 D Art -

- Statues
- Models

Design -

- Architecture
- Graphic design
- Fashion design

AAI does not offer all artforms, we do not offer gymnastics or martial arts based artforms, even those which would be performance based. This is because we do not have the skillset to manage these effectively. Other organisations would prove to be better leaders for these skills. We do not recommend that leadership projects are based on any artform which could prove injurious to participants unless a trained assistant is supervising the physical activity, or a parent/guardian advises us in writing that they will take responsibility for injuries occurring.

AAI asks that all young people planning a challenge complete the Unit 1A section of their packs. Only then can we confirm that the challenge is acceptable. This is because we need the information about the young persons abilities, interests and current status, before we know the challenge is right for them. We also require Unit 2A and 2B to be completed in full before Unit 2C, 2D and 2E.

Workshops and other activities

AAI request that planning pages in the study pack are completed in full before any work is started. One reason for that is so that we can scan for any safeguarding anomalies. This is a service we provide, however ultimately It is your responsibility to find workshops and other activities for your child and to ensure:

- they are attending in a safe and secure environment,
- with trusted teachers whose safeguarding qualifications you have checked
- and the other participants are managed appropriately

Young people who require extra help due to physical, social and/or other issues, can use the internet extensively.

We strongly recommend that older children find their own activities as part of the learning process and we recommend that you look on the internet with them to find information about these before attendance.

If the young person has already started classes in a specific artform we recommend that they do not try to cover everything, eg. if they are attending something regularly to make one item (eg pottery) then they should answer all the questions about the workshop/specific series of workshops which led to the make of the final creation or final creations.

If every workshop in the series has a different topic then concentrate on one topic only, eg. if they are working towards a specific performance/show opportunity (eg. The Xmas show) then they should concentrate on the workshops which lead to this event.

Notes to help you complete each Award

Discover Arts Award

Discover is a lovely award, which introduces young people to the arts. When taking Discover the young person gains a greater understanding of art, art forms and artists, takes part in art activities and shares their work with others.

This is not a regulated qualification so once the portfolio is completed appropriately the young person will receive a certificate of achievement.

Parts of Discover Arts Award:

Part 1: Create an ArtsMap (see page 8)

Part 2: take part in an art activity – either a workshop or an exhibition/show experience can be discussed, but the child should create artwork as a result of attending

Part 3: learn something else about art, for example lots of people make art, science is illustrated by art, etc etc

Part 4: learn about an artist, any artist, any artform, any era

Part 5: Share their work (the whole portfolio) with a friend or family member

Here is an example page from our Discover study pack. (Our study packs are subject to copywrite):

Taking part in an art activity number 1

- 1. What was the title of the activity?*
- 2. What did you see/do?*

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Answer these questions. Put something into your study pack to prove you went to this activity. Put in photographs, and copies/photographs of leaflets, tickets; copies of your artwork; ideas and thoughts.

There is no 'tick list' for Discover

Explore Arts Award

When a young person takes Explore Arts Award, they find out about artists, art organizations, take part in activities and attend live art events; they also create their own artwork and share their experiences. This award is the next step up from 'Discover' and the young person is given a little more independence and asked what inspires them. They are expected to answer in sentences and put as much detail in as possible. This Award is exciting as it extends and develops the young artist in so many ways.

This level is an Entry Level Award in the Arts and achieves 4 credits, the work is moderated (ie, the portfolio is examined, not the young person) and certified.

Parts of Explore Arts Award

Activity 1: explore current practice, extend ideas, consider what they would like to do for the rest of the sections, create an ArtsMap (see page 8), consider possible activities for the rest of the Award

Activity 2: take part in an art activity – either a workshop or an exhibition/show experience can be discussed, but the child should create artwork as a result of attending

Activity 3: learn about an artist, any artist, any artform, any era

Activity 4: learn about an arts organisation – this includes any place which features art, eg. gallery, theatre, etc.

Activity 5: make your own artistic piece, with special attention to planning and reviewing as you go

Activity 6: Share their work (the whole portfolio) with friends or family members

Here is an example page from our Explore study pack (our study packs are subject to copywrite):

Taking part in an art activity

What did you see and do?

Did you enjoy yourself? Why?

Did anything inspire you?

List some new skills or ideas you have learnt:

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Put a photograph of something that proves you attended this, here.

Put a photograph of any work that you created, here.

Explore Tick list

Explore Award: Section	what you are doing	what goes in the portfolio	Tick box
Activity 1	Young people introduce themselves and discuss plans	Where the young person is asked what they would like to do, they should take some time to look for something to do for Activity 2, and consider genuine ideas for the rest of the sections in the pack – ie. which artist and organisation they would like to research and what creation they might like to make	
		Add any research the young person does when they are looking for your activity	
		The artsmap (see page 8), with a little description	

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Activity 2	taking part in an activity where the young person either learns something completely new, or develops their abilities in an area they are already familiar with	answers to all the questions in sentence format	
		A photo of the young person doing the activity	
		A photo of their work	
Artist and organisation research	<p>Studying the work of an artist who inspires the young person</p> <p>Studying the workings of an arts based organisation – either by going there, or by researching online</p>	Evidence of research, eg. notes/photos/recordings/ screen prints	
		answers to all the questions	

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		Annotated examples of their favourite work by the artist	
Create an artwork	A chance to really enjoy creativity	Answers to all the questions	
		Photo of the young person doing it	
		Photo of their final creation	
Final review	Summing up what the young person has learnt	Answers to all the questions	
Sharing	Share with family members or friends	A photo of the young person sharing their portfolio (this can be a photo of them showing their work on the PC)	
		A photo of a handwritten comment	

Bronze Arts Award

Overview of a Bronze Arts Award

For the Bronze Arts Award the young person enjoys an exploration of the Arts, undertaking personal responsibility for:

- research,
- writing their own reviews,
- evidencing their experiences as they work.

There are four parts:

- explore the arts as a participant;
- explore the arts as an audience member;
- undertake a project on an inspirational arts hero;
- enjoy an arts apprenticeship (more information on these sections is below in the frequently asked questions).

Here is an example page from the Bronze study pack:

Taking part in an art workshop

What was the title of the activity?

Why did you go to this workshop?

Who taught the event, and what do you know about the teacher?

What art form did you try?

List some new skills or ideas you learnt:

Did you create any artwork? Describe it:

Did you enjoy the activity? Why?

Photographs of: me working and/or my work

Bronze tick list

Bronze Award: Section	what you are doing	what goes in the portfolio	Tick box
Introduction	<p>The young person introduces themselves;</p> <p>The young person researches possible activities;</p> <p>The young person records this research</p>	<p>evidence the young person has researched possible activities and events eg. screen prints of websites/photos of flyers or ads/screen print of emails or similar advertising events or inviting you to one</p>	
Part A	<p>taking part in an activity where the young person either learns something completely new, or develops abilities in something they are</p>	<p>answers to all the questions in sentence format (this can be in prose form but double check you have answered the questions)</p> <p>One or more of the following annotated photographs to illustrate their journey and evidence they took part</p> <p>a photo of them taking part;</p> <p>a photo of them 'showing' or demonstrating what they have learnt;</p> <p>a photo of artwork created;</p>	

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	already familiar with	flyers/other evidence about the activity/venue/artist collected while attending	
Part B	Experience an arts event as an audience member (this includes any performance art or exhibition, ie any size, any exhibitor/performer, any venue etc	answers to all the questions in sentence format (this can be in prose form but double check you have answered the questions)	

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		<p>One or more of the following evidences, annotated to explain what is happening:</p> <p>evidence you were there;</p> <p>a photo of you taking part;</p> <p>a photo of you 'showing' or demonstrating what you have learnt;</p> <p>a photo of artwork created;</p> <p>flyers/other evidence about the activity/venue/artist collected while attending</p>	
	Sharing the Part B review	<p>The review should be shared either on the home ed fb sharing page: https://www.facebook.com/groups/549437855435698/, or at www.artsawardvoice.com</p>	
		<p>Once comments are made on the review, add screenshots of the page showing the post and the comments, to the portfolio.</p>	
Part C	Arts inspiration project	Evidence of research, eg. notes/photos/recordings/ screen prints	
		Extended answers to all the questions	
		Annotated examples of the young persons favourite work by the artist	
		Bibliography	

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Part D	Leadership project	Plan for leadership: answer all the questions	
		Evidence of leadership project, eg. photos of attendees, their work, yourself teaching/leading	
		Review of leadership: answer all the questions	
Final review	Summing up what has been learnt	A paragraph of prose to sum up the learning experience	
Extras	A non-compulsory option	<p>The portfolio is a record of how the young person developed whilst taking this qualification, hence something which you can show to prospective employers and/colleges etc There is a section where they can add absolutely anything to if it demonstrates their learning journey.</p> <p>Sections can be repeated by copying and pasting the questions, again and again.</p>	

Silver Arts Award

Overview of a Silver Arts Award

For the Silver Arts Award the young person will extend their exploration of the Arts by taking an Arts Challenge (see page above for challenge advice). To achieve this challenge the young person plans, records, evidences and reviews activities, and events whilst enjoying a personal learning journey specializing in the art form of their choice.

They also plan, lead, and review a supervised Arts Leadership Project, this is quite a complex project, but we make it easy by leading students through each step with care. At AAI we would prefer if the young person leads some kind of teaching project, as this kind of project covers all the requisites of the Award. Hence our packs are based on this. Other types of project are acceptable, and the pack can be structured around the young persons requirements.

This is a Level 2 Award in the Arts and the work is moderated (ie, the portfolio is examined, not the young person) and certified.

Here are pages from our Silver study pack, one from Unit 1, the learning journey, one from Unit 2, the leadership project.

Example 1

Part C - Taking part in an art workshop

(hint, it is important to learn from others, try to attend a workshop, training session or lessons somewhere, or do something you find online)

What was the title of the activity?

What art form did you try?

Why did you take this workshop?

Who taught the event, and what did you learn about this teacher?

Did you create any artwork? Describe it and the processes you undertook when you created it:

List some new skills or ideas you learnt:

Did you enjoy the activity? Why?

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Where did you share this review? (We provide a safe sharing page on facebook for the students, and Trinity provides a safe sharing space online which has a wider reach)

Insert annotated photographs showing: me working, my work, how I shared my work, evidence of sharing*, and copies of original handwritten comments (or a print screen of comments made online) people made about my work when I shared it (*we offer a sharing page on facebook for students)

Example 2

Leadership

Trinity wants to see you develop massive leadership skills which involve all aspects of project management, so they have set you this massive project in order to let you do this. By the time you have finished this project your skills will be exponentially increased!

You probably have some leadership skills already, for example you may be patient, caring or trustworthy, or you may be able to create wonderful advertising, that kind of thing. The first question asks what your skills are as Trinity knows that you will build on these skills.

If you are honest with yourself you will also know what you are not so good at. For example you may be impatient with people who won't sit still, or perhaps you don't like planning things, maybe you are shy and find communication difficult. These are the leadership skills you need to develop.

What leadership skills do you have?

What leadership skills would you like to develop?

How do you think this project can help you to develop your own leadership skills?

Silver Tick list

Section	what you are doing	what goes in the portfolio	Tic k box
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Unit 1 A Introduction and planning of the Arts challenge	introducing themselves and discussing plans	Detailed answers to all the questions	
		Evidence of current work which shows strengths and weaknesses	
		Evidence of research into possible activities and events eg. screen prints of websites/photos of flyers or ads/screen print of emails or similar advertising events or inviting you to one	
		Plan of action	
Unit 1 B Implementing and reviewing of the Arts challenge	Showing evidence of and reviewing of the learning journey	answers to all the questions in sentence format	
		photos of practice artworks created, or, photos showing stages of development when the artwork was created	
		Photo of final artworks	

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	<p>Sharing the learning journey review and the new artwork</p>	<p>Evidence of sharing of new artwork and the learning journey review. This should be shared either on the home ed fb sharing page: https://www.facebook.com/groups/549437855435698/, or at www.artsawardvoice.com This should be evidenced in the form of screenshots of the post and the comments</p> <p>Comments from friends and family should be in the form of handwritten notes or a screenshot of comments made on social media or texted</p>	
<p>Unit 1 C Reviewing arts events</p>	<p>Attending events which will help the young person to achieve their challenge</p> <p>This must be of them as an audience attendee</p>	<p>answers to all the questions in sentence format - this can be in prose form but double check all the questions have been answered</p>	

AAI and the Arts Award

		<p>One or more of the following for each activity:</p> <p>evidence the young person was there;</p> <p>a photo of them taking part;</p> <p>a photo of them 'showing' or demonstrating what they have learnt;</p> <p>a photo of artwork created;</p> <p>flyers/other evidence about the activity/venue/artist collected while attending</p>	
	<p>Sharing the Unit 1 C review</p>	<p>Evidence of sharing of the review. This should be shared either on the home ed fb sharing page: https://www.facebook.com/groups/549437855435698/, or at www.artsawardvoice.com This should be evidenced in the form of screenshots of the post and the comments</p> <p>Comments from friends and family should be in the form of handwritten notes or a screenshot of comments made on social media or texted</p>	
<p>Unit 1 D Reviewing arts workshops</p>	<p>Attending workshops which will help the young person to achieve their challenge</p> <p>This must be of them as an audience attendee</p>	<p>answers to all the questions in sentence format</p>	

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		<p>One or more of the following for each activity:</p> <p>evidence they were there;</p> <p>a photo of them taking part;</p> <p>a photo of them 'showing' or demonstrating what they have learnt;</p> <p>a photo of artwork created;</p> <p>flyers/other evidence about the activity/venue/artist collected while attending</p> <p>Photos of any work created by the young person as a response to the research</p>	
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AAI and the Arts Award

<p>Unit 2 A Planning the leadership project</p>	<p>Identifying the leadership role and decide the projects aims. At this stage the young person should simply be considering options and desired outcomes – it is not necessary to plan extensively prior to this section.</p>	<p>answers to all the questions in sentence format</p>	
<p>Unit 2 B Planning practical issues</p>	<p>considering the practical issues and timescales involved in the proposed project.</p>		
	<p>Basic planning</p>	<p>answers to all the questions in sentence format</p>	

	<p>Working with others</p>	<p>answers to all the questions in sentence format</p> <p>HINT: if the young person is working as part of a team, or they have asked people to do any work for them, they still have to have everything in their portfolio required in Unit 2C.</p> <p>Before they start delivery they should decide roles, and they should have a meeting to discuss these roles, so they should add meeting notes to the portfolio;</p> <p>if anything is discussed by email/social media then add the screen prints which show this discussion</p> <p>PLUS: the portfolio would be incomplete if they didn't have information about the important parts of organising an event, such as answers to the health and safety questions/venue booking details/ advertising etc. So even if it is not their job to do these things they must include all of these in the portfolio.</p> <p>eg if a team mate creates the advertising/health and safety info/booked the venue etc then they put a copy of their work in the portfolio and they state clearly that they created it</p> <p>eg if a team mate delivers one of the workshops then discuss what happened in the workshop, and what they learnt, for example if they helped to set up the work place they put a photo of themselves doing this in everyones portfolio with an explanation of what is happening</p>	
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		Contact details table	
	Finalising plans	answers to all the questions in sentence format	
Unit 2 C	Young people follow through on plans made, deliver the project and make adjustments to plans were necessary, all the while showing how they develop skills and apply them to their leadership project		
	evidencing and reporting on planning stages	answers to all the questions in sentence format	
		Copies of emails/meeting notes in which the young person verifies timescales/dates with all participants	
		Copies of emails/meeting notes in which the young person discusses materials/resources available at the venue or from the class leader etc if appropriate	

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		Copies of emails/meeting notes in which the young people discuss the finance for an event eg. meeting notes discussing finances with parents/guardians	
		Evidence of any materials/resources bought eg. photographs of receipts	
		Evidence of venue booking eg. meeting notes with parents, eg. emails to hall owners etc. Photographs of the venue if applicable.	
		Copy of venue booking contract if one is necessary	
		Copy of all advertising, either the advert (and a photo of the advert hanging where people can see it); or, if they invited people by social media, screen prints of the invitations and responses	
		Discussions with the photographer if appropriate, include meeting notes or screen prints of discussions on social media	
		Health and safety answers	
		Copies of health and safety discussions with others the young person is working with, if appropriate, include meeting notes or screen prints of discussions on social media	
		Any exhibition plans created	

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	<p>evidencing and reporting on first phases of delivery ie the first workshop if the project involves a series of workshops, or, the first half of the day if the project involves one full day of activities</p>	<p>answers to all the questions in sentence format</p>	
		<p>Any photos taken during the first phase of delivery, these should include:</p> <p>A photo of the young person setting up the work place</p> <p>A photo of the young person cleaning up the work place</p> <p>A photo of the young person demonstrating/teaching</p> <p>A photo of everyone attending showing different stages of their creative process as the young person teaches</p> <p>A photo of you helping someone</p> <p>A photo of any disaster eg spilt water, upset attendee being cared for etc.</p>	

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		Evidence of any discussions resulting from the first phase of delivery, eg. Copies of meeting notes or screen prints of social media discussions with your photographer/venue manager/attendees/team mates etc. These could be the result of many things, a change in delivery tactics for example, or a different way to use the venue.	
	evidencing and reporting on final stages of delivery, ie the rest of the workshops and the exhibitions	answers to all the questions in sentence format	
		Any photos taken during the final phases of delivery	
		Photos of attendees final works	
		Comment sheet completed by attendees, about the project	
		Photos of the exhibition all set out (or screenshots of the exhibition of work if it is displayed on social media)	
		Photos of people attending the exhibition	
		Comment sheet completed by people attending the exhibition; people who can complete this are: attendees commenting on other attendees work, team mates, co-workers and anyone else there (or, screenshots of comments made on a social media exhibition)	

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Unit 2 D	The young person shows how they worked effectively with others involved in the project ie team members/ attendees/ other helpers	<p>answers to all the questions in sentence format</p> <p>HINT: it is possible to repeat information used in units 2A, 2B, 2C, and re-use photos and other evidence</p>	
		Copy of 'thank you' notes/cards/emails which are sent out to all the people who were involved in the project. (Ask for comments on the project when sending out 'thank you's')	
		Feedback from co-workers/helpers in handwritten form or from social media/email screen prints	
		Evidence of how the young person worked well with team members eg a photo of them working with others eg perhaps a photo of them helping others to set up the work place or similar	
		Evidence of how the young person worked well with attendees eg a photo of them helping them	
		Evidence of how the young person resolved problems that arise	
		Feedback from those attending the workshop	
		Feedback from those attending the exhibition	

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Unit 2 E	A neat summary of all parts of the leadership project, evaluating plans and discussing what has been learnt from the experience	answers to all the questions in sentence format HINT: repeat information used in units 2A, 2B, 2C, 2D, and re-use photos and other evidence	

Gold Award

The Gold Award has two Units, a personal learning unit, and a leadership project.

Unit 1: Personal Learning

For the Gold Arts Award the young person works as an artist, extending and broadening arts skills by working with other art practitioners. They develop skills within their own art form or arts practice and gain experience of an art form, genre or practice that is new to them. They produce new work in the main art form that either integrates, or is influenced by, the new art form, genre or practice.

Examples of successful Gold Awards can be found here:

<https://www.voicemag.uk/artsaward/case-studies?artform=&level=gold>

Before starting a Gold award the young person sets themselves a challenge (see page above for challenge support).

During the personal learning journey the young person continues to practice their own art form and also gains experience of a new art form or genre - hopefully increasing skills overall.

Once they have worked at their own skills, and acquired some new skills by working with other art practitioners, they produce art work at a higher level, and the aim is to produce some art work in the original media, but which incorporates lessons learnt from studying a new media.

Eg. If they are a Rock Singer - they can continue to enjoy singing, and they can learn some street dance to make their performances more interesting. At the end of the personal learning journey, it would be great if we could see that they can perform using both art forms

Eg. If they are good at Manga characterisation - they can get better at this, and they can also learn landscape art. Using the new understanding of landscape art, the characters can be created with backgrounds which adds depth to the character or leads to an understanding of their situation.

The first step is to outline the journey plans and state the challenge clearly. If the Adviser thinks this is a feasible challenge, considering the young person's abilities, experience, and the opportunities available in the area, then that challenge will be acceptable.

Then the young person undertakes a learning journey.

Every music class/event/workshop/show/exhibition/craft fair etc attended can be relevant.

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eg a photography exhibition may inspire musical ideas

Anything specifically important to the challenge is written up for the portfolio.

The young person must try to work with an artist or art establishment if one is available. The artist can be a friend who is an expert, another Arts Award student who is an expert, a teacher, or someone who is teaching at a workshop or demonstrating at an arts event. The young person should try to:

- find out about the creative history of the artist or art establishment.
- Ask them to review the work you did together.
- Ask them about their training, and their career path.

The young person should find an opportunity to volunteer somewhere so they can learn about Art in the community - or take an Arts based training course. AAI offer a brilliant Small Business Training course for those who want to run their own business, and it's online so it can be taken at home on the PC.

Lastly, the young person must research for information about an issue of concern which is important to you in your art form.

Eg. Should 'craft' work be classed as 'art' work?

Eg. Should artists sing live or is miming acceptable?

The young person prepares a presentation of this work and shares their presentation publicly.

Unit 2, project leadership

In unit 2, all five parts are linked. Young people develop leadership skills and their understanding of what being an effective leader involves, through being responsible for the planning, organisation, promotion, delivery and review of an arts project for a public audience.

Projects might involve a workshop series, a one-off, day-long event, a performance, an exhibition, or the development of a product, a publication or an arts-based website, or one-to-one skills development sessions. The outcome must be shared with an audience and must be organised by the young person.

AAI prefer young people offer a taught project as this covers all the requisite learning goals for the Unit. However, alternative options can be discussed.

This Unit will lead young people through the complex and convoluted processes involved in managing a larger project.

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eg. at a club you can deliver a day of dance to local primary age children, which involves them working with yourself and another Arts Award student or a professional dance teacher, teach them a dance they can perform to parents at the end of the day.

eg. at school deliver a series of lunch time drop in workshops where attendees make Christmas Cards, ask a teacher or other Arts Award students to help, or work by yourself. When cards are made exhibit them in the classroom until Christmas.

eg. organise a day out at local museums and exhibitions for young people taking Arts Awards

eg. create a day of learning for fellow home educated students

eg. create a day of learning for a friend, video it and create an online 'how to' production.

When you have decided on a project you have to plan it carefully in your study pack. Then deliver it and review it.

This level is deeply personal and independent, and requires a level of maturity, independence and determination.

Due to the depths of personal learning involved, Trinity have required that we make no examples of completed Gold Arts Award available.

Sections in Unit 1 are:

Unit 1A: planning a challenge, attaining an aim, reviewing your work

Unit 1B: working in the community – if there is an opportunity to volunteer/do work experience, great, but if not we have written an online course which covers the requirements

Unit 1C: attending events and activities which can help with the challenge

Unit 1D: young people form an opinion about something that 'bugs' them in the art world, research it and create a presentation on it.

Unit 2A-E: manage a leadership project.

This is a Level 3 Certificate in the Arts (roughly equivalent in points to grade AS level B) and achieves 15 credits and 16 UCAS points, the work is moderated (ie, the portfolio is examined, not the child) and certified.

Here are pages from our Gold study pack, one from Unit 1, the learning journey, one from Unit 2, the leadership project.

Example 1

Unit 1, Part C: Research and review the work of more advanced practitioners and explore the relationship to your own practice – attend workshops or exhibitions/shows and try to learn from others.

First arts event

What did you do:

Where did you do this:

Why did you do this (ie how will it enhance your skills):

When did you take part and who took part with you:

Did you do research in advance?

hint: if you used the internet please also state the sites visited, insert original evidence eg flyers, photographs of posters etc

Describe your experience:

How did you expand your artistic skills by doing this? How has this influenced your own arts practice?

Did you create anything new or use this opportunity to create your final piece of artwork?

hint: the focus here does not need to be on taking part and creating work, it could be reviewing an arts event, exhibition, performance etc. and how this affected your thinking and artistic processes

Example 2

Working with Co-workers

Let's think about the people you are going to work with.

We have already thought about how you can support them.

We now need to ensure you have everything under control during your project so everyone feels happy and supported.

Questions we need to ask ourselves are quite specific and these questions in the table below include most of them.

*Complete this table for every co-worker or skilled guest you are working with: ** Table has been removed***

Gold tick list

Section	what you are doing	what goes in the portfolio	Tick box
Unit 1 A	1 st stage: planning to extend and enhance the current arts practice	answers to all the planning questions in sentence format	
		Some evidence of current practice demonstrating strengths and weaknesses	
		Skills development plan (include all the Award timings, not just 1A)	
	2 nd stage: developing arts practice	answers to all the arts practice development questions in sentence format	
		Photos of the new work and the stages of its development as it is created	
	3 rd stage: reviewing achievements	answers to all the reviewing questions in sentence format	
		Evidence of sharing of new artwork and the learning journey review. This can be in an exhibition of work organised. This can also be shared either on the home ed fb sharing page: https://www.facebook.com/groups/549437855435698/ , or at www.artsawardvoice.com	

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		Feedback from people who see the new work	
Unit 1 B	<p>Taking part in developmental opportunities within the wider arts sector,</p> <p>ie either volunteering for a minimum of 5 days; or taking a training course which lasts for a minimum of 2 days</p>	answers to all the questions which are relevant to the choices made, in sentence format	
		Evidence of research into opportunities	
		<p>Comments from voluntary placement supporters discussing what you learnt;</p> <p>or, a letter from AAI discussing progress whilst taking the Small Business Training Course;</p> <p>or, for alternative training options, a comment from the leader of the course, or take advantage of the discussion pages available to participants and take some screen prints of relevant discussions there</p>	

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<p>Unit 1 C</p>	<p>Taking part in at least two activities which will help you to achieve the challenge</p> <p>The first must be a workshop or a learning opportunity (this can be with another student).</p> <p>The second must be as an audience attendee.</p>	<p>answers to all the questions in sentence format</p> <p>for those who plan to attend more than two events –</p> <p>either copy and paste the worksheet and use it again and again to note events</p> <p>or, make a new section at the end of Unit 1C, entitled ‘other learning opportunities’, and discuss other events there, with evidences</p>	
		<p>Evidence of research undertaken prior to event:</p> <ol style="list-style-type: none"> 1. To find event 2. To understand who/what you are doing more thoroughly <p>This can include:</p> <ul style="list-style-type: none"> · flyers/other evidence about the activity/venue · internet research · one to one discussion · recommendation from other artists 	

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		<p>One or more of the following for each activity:</p> <p>evidence of attendance;</p> <p>a photo of the young person taking part;</p> <p>a photo of them 'showing' or demonstrating what they have learnt;</p> <p>a photo of artwork created</p>	
		Evidence of research into at least one of the arts practitioners worked with	
		Annotated examples of favourite works by some of these artists	
	Sharing the Unit 1 C review	<p>The review should be shared either on the home ed fb sharing page: https://www.facebook.com/groups/549437855435698/, or at www.artsawardvoice.com</p>	
		Once comments are made on the review share put a screen print of the page into the portfolio showing comments	
		Then, answer all the questions re feedback comments in sentence format	

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Unit 1 D	Form and communicate a view on an arts issue	answers to all the questions in sentence format	
		<p>Evidence of research, eg. notes/photos/recordings/ screen prints</p> <ol style="list-style-type: none"> 1. add the information FOR the arguments 2. add the information AGAINST the arguments <p>Ensure all research is cited, name the author, the place where the citation was found, date</p> <ul style="list-style-type: none"> • 	
		<p>A full presentation of the argument in any format that can be shared online (see next point) and copied into the doc or emailed and printed out by AAI in hard copy format</p> <p>Good practice for the use of quotations throughout the presentation:</p> <ul style="list-style-type: none"> • Quote the quote • Make it stand out in a written presentation by indenting it and using quotation marks • Accredited the quote in a verbal presentation as you say it; • Accredited the quote in a video at the end of the video. • Name the author, place where citation was found and date. 	
		<p>Your essay/presentation should be shared either on the home ed fb sharing page: https://www.facebook.com/groups/549437855435698/, or at www.artsawardvoice.com</p>	
		<p>Once comments are made on your review share put a screen print of the page into your portfolio showing comments</p>	

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		Then, answer all the questions re reflection and feedback comments in sentence format	
Unit 2 A	<p>Planning the leadership project.</p> <p>Identifying the leadership role and deciding your projects aims. At this stage you should simply be considering options and desired outcomes – it is not necessary to plan extensively prior to this section.</p>	Minimal answers to all the questions in sentence format; please ensure that every question and/or table is completed	
Unit 2 B	Full detailed planning unit	Detailed plan for leadership project	
		Evidence this was shared with all team members	
		Emails/meeting notes/social media details/telephone notes etc detailing everything to do with timescales	

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		Emails/meeting notes/social media details/telephone notes detailing everything to do with venue	
		Final venue contract or agreement if appropriate	
		Emails/meeting notes/social media details/telephone notes detailing everything to do with helpers/fellow workers/team mates – every discussion or decision chat should be documented if there is no written evidence to add to the portfolio, please create meeting notes	
		Emails/meeting notes/social media details/telephone notes detailing everything to do with promotion of the project	
		Advertisement if created	
		Emails/meeting notes/social media details/telephone notes detailing everything to do with future evaluation of the project	
		Forms created to collect reviews of actual leadership, eg workshop leader evaluations	
		Forms created to collect reviews of the exhibition of the attendees work	
		Forms/letters created to collect reviews from fellow workers about the project	
		Fellow workers contact details	
		Full exhibition plan	
		Evidence that exhibition plan was shared with team members and/or venue organiser	

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		Full risk assessment/health and safety evaluation (see appendices for questions to ask). Please note, any compliance issues not covered by these must be fully evidenced too.	
		Discussions in writing with your photographer if appropriate, include meeting notes or screen prints of discussions online	
	evidencing and reporting on planning stages	Answers to all the questions in sentence format; please ensure that every question is considered and completed if appropriate	
		Photo of advertising being shared, ie either your advert hanging where people can see it; or, if people are invited via social media, screen prints of the invitations	
		Meeting notes/social media discussions screen print/emails pertaining to any events occurring as a result of work in Unit 2B or as a result of people responding to advertising	

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Unit 2 C	Delivery Learning from work undertaken: a full review of each part of the project as it is delivered	<p>Answers to all the questions in sentence format</p> <p>NB. The questions may need to be repeated several times if the young person is running several events/activities throughout the project. Please copy and paste the questions as many times as required and answer each one per event/activity. Ensure each section is titled and evidenced so the Moderator understands what is happening.</p>	
		<p>Annotated photos from each workshop/part of the project as it is delivered these should include:</p> <p>A photo of the young person setting up the work place</p> <p>A photo of the young person cleaning up the work place</p> <p>A photo of the young person demonstrating/teaching</p> <p>A photo of everyone attending showing different stages of their creative process as the young person or others teach</p> <p>A photo of the young person helping someone one to one</p> <p>A photo of the young person liaising with team members</p> <p>A photo of the young person assisting a team member</p> <p>A photo of any disaster eg spilt water, upset attendee</p>	
		<p>Meeting notes/social media discussions screen print/emails pertaining to any events occurring</p>	
		<p>Details of where the young person went wrong and what they learnt/did to correct problems in the next workshop/part of project and/or future projects</p>	

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		Copies of health and safety discussions with others the young person is working with, if appropriate, include meeting notes or screen prints of discussions on social media	
		New project plan or lesson plans if any feedback from anyone results in major restructuring of other events/activities during the project	
		Evidence any new project/lesson plans are shared appropriately	
		Feedback from attendees on each workshop	
		Completed diversity form (see appendices)	
		If there are attendees who are attending to complete their own Arts Award please evidence that they have been given enough evidence to complete their portfolio	
		If the young person has attendees who are attending to complete their own Gold Arts Award please evidence that they have sent them the relevant photos, and that they have liaised directly with them with feedback on their achievements	
		Evidence of thank you gestures to all team members eg. emails/letters/cards of thanks; this can include feedback on handwritten notes etc from team members	

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Unit 2 D	Managing a public sharing of work created during project	Answers to all the questions in sentence format	
		A note to the moderator to direct them to the exhibition plans made in Unit 2B	
		<p>Comment sheet completed by people attending the exhibition; people who can complete this are: attendees commenting on other attendees work, team mates, co-workers, parents etc</p> <p>Or, screenshots of online exhibitions and screenshots of comments made there</p>	
		<p>Full photo record of the event, these should include:</p> <ul style="list-style-type: none"> A photo of the young person setting up the exhibition (or a team member doing this for them) A photo of the young person (or team member) cleaning up the exhibition place Photo of the venue pre-exhibition Photos of the exhibition Photo of the comment sheet completed by people who attended the exhibition A photo of the young person helping someone A photo of any disaster eg spilt water, upset attendee Photo of people attending the exhibition 	

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		Evidence of any discussions resulting from the creation of, or the actual exhibition, eg. Copies of meeting notes or screen prints of social media discussions with photographer/venue manager/attendees/team mates etc. These could be the result of, or result in, many things, eg a change in delivery tactics for example, or a different way to use the venue. Please provide evidence of any follow through	
		Evidence of how the young person resolves problems that arise	
Unit 2 E	A neat summary of all parts of the leadership project, evaluating plans and discussing what the young person has learnt from the experience	answers to all the questions in sentence format HINT: the young person can repeat information used in units 2A, 2B, 2C, 2D, and they can re-use photos and other evidence	

Support

Email: <mailto:artsawardinitiative@gmail.com>

Text to arrange a telephone call: 07973846731

Website: www.artsawardinitiative.co.uk

Facebook pages:

For parents of young people registered with us who want to share their work:

<https://www.facebook.com/groups/549437855435698/>

For people who are interested in Arts Award with AAI:

<https://www.facebook.com/groups/homeeducationartsaward/>