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# AAI and the Arts Award

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## What is an Arts Award?

The Arts Award is a qualification. Full qualification information is available on page 19

Details of every level of the Award, with descriptions, tick lists and examples of pages from the pack, are available from page 21

## To take an Arts Award with AAI:

- Decide what level of Award would best suit your young person please see the back of the pack, where all levels are outlined for your information
- Decide which type of pack to use, themed or non-themed, see page 3
- Register your young person by completing the registration form, available on request from: [artsawardinitiative@gmail.com](mailto:artsawardinitiative@gmail.com)

## What is an Adviser

An Arts Award Adviser is trained by Trinity College, London, as a leader for the Arts Award.

They 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 submitted for certification.

A good adviser will help you with most situations, and if any issues arise, they will also liaise with Trinity College on your behalf.

When you register with AAI you will automatically be allocated an Adviser before you start work.

## Themed packs v. Non-Themed packs – which to choose?

The study packs we offer are all supported, and prices inclusive.

Details of the syllabus, and examples from our packs, for each level of the Award, can be found from page 21

Fees can be determined by checking page 5.

Here we advise on content of the themed and non-themed packs and give some basic advice on similarities and differences.

Ultimately, your choice of type and level Award should be determined by your knowledge of what your young person can do and is interested in, although we are happy to give advice.

### Themed packs

Copies of these packs are available upon registration; fees are outlined on the fees page.

Packs available from are:

- Explore Disney
- Explore Dancing
- Explore Drama
- Explore Music
- Explore Singing
- Bronze Arts Award visits Disneyland
- Marvellous Bronze Award
- Dancing towards a Bronze Arts Award
- Dramatic Bronze Arts Award
- A Musical Bronze Arts Award
- Singing about a Bronze Arts Award
- Illustrate Silver
- Perform for Silver Arts Award

### Non-themed packs

Young people may want one of two things in their Arts Award:

- Choice of artform
- Variation of artform within one pack, ie. one Award can cover a few artforms

Many do not specialise in either visual or performing arts and want to enjoy variety. For the young person committed to choice, we have non-themed packs. Fees for these are stated on the fees page below. They are a little more expensive because choice and variety require additional support.

### **Similarities between themed and non-themed packs**

- There is no difference between the syllabus requirements of a themed and non-themed pack.
- There is no difference between processes.
- They are both the same qualification.
- They will both receive the same certificate. Certificates do not state artform, only the level of the Award.
- Some of the pack content is exactly the same. Only the events to be chosen are themed.
- The study packs are all online, on google docs
- Themed packs receive similar attention from AAI as non-themed packs, this attention may not be as regular as it is not required

### **Differences between themed and non-themed packs**

- The study packs are set out differently and support independent learning.
- The young person has choice of what to study in non-themed packs or is directed towards research and events which reflect the theme in a themed pack.

### **For and against – arguments for and against a themed pack or a non-themed pack**

- Themed study packs guide the young person towards events which are relevant to their chosen artform.
- This can limit their choices. If they want full choice and self-expression, we have non-themed packs.
- At Explore and Bronze level there is an argument that these levels are meant to be open to choice, however, many young people are already dedicated to an artform by an early age.
- The themed packs guide young people to learn new things about an artform they may want to study seriously when older.

# The cost of taking an Award with AAI

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## Current costs payable within two weeks of registration

• Discover Arts Award – a non-themed pack	£ 45
• Explore Arts Award – a non-themed pack	£ 55
• Bronze Arts Award – a non-themed pack	£ 85
• Silver Arts Award – a non-themed pack	£ 90
• Gold Arts Award - a non-themed pack	£105
• Explore Disney (Visual arts-based Disney-themed Explore Arts Award)	£ 35
• Explore Dancing (Performance arts themed Explore Arts Award)	£ 35
• Explore Drama (Performance arts themed Explore Arts Award)	£ 35
• Explore Music (Performance arts themed Explore Arts Award)	£ 35
• Explore Singing (Performance arts themed Explore Arts Award)	£ 35
• Bronze Arts Award goes to Disneyland (Visual arts-based Disney-themed Bronze Arts Award)	£ 45
• Marvellous Bronze Arts Award (Visual arts-based Marvel-themed Bronze Arts Award)	£ 45
• Dancing towards a Bronze Arts Award (Performance arts themed Bronze Arts award)	£ 45
• A Dramatic Bronze Arts Award (Performance arts-themed Bronze Arts award)	£ 45
• A Musical Bronze Arts Award (Performance arts-themed Bronze Arts award)	£ 45
• Singing towards a Bronze Arts Award (Performance arts themed Bronze Arts award)	£ 45
• Illustrate Silver (Illustration-themed Silver Arts Award)	£ 60
• Perform Silver (Performance arts-themed Silver Arts Award)	£ 60

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,
- Final assessment and submission to Trinity College London for e-certification

## Reduced fees for non-themed packs

Some reductions are available to those who receive a scholarship, or work with a group, but the maximum discount outside our annual 'Not back to school sale' is 20%, during the sale there is a 30% discount.

- home educated young people – 10%
- returning young people (ie. those taking a second, higher level of Award with AAI) – 10%
- young people whose family are in receipt of benefits – we must have evidence of this – 10%
- 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
- no discounts are available for any themed Award

## Arts Award Initiative Company Limited (AAI) Information pack

- 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 only with the maximum available being 20%

### Groups

There are reductions for Arts Award groups using non-themed packs. Normally the group involves a meeting of 5 or more young person at any level. Reductions can be up to 30% depending on the group, but the group must be registered with AAI, email: [artsawardinitiative@gmail.com](mailto:artsawardinitiative@gmail.com)

Themed packs are not reduced even if used by groups.

### Sale prices

Once a year we run a 'not back to school' sale, where there is a reduction on non-themed Awards of 30%. Themed packs are not reduced in the sale.

### What's included in the fee:

Your money pays for:

- Moderation costs when required
- Portfolio support costs – maintenance of the online study pack only
- Adviser marking, support and assessment
- Submission to Trinity College London, for e-certification

These prices will increase if the young person 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.

### If you do not want to pay our full 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 young person may be eligible for one of our scholarships. Please enquire, scholarships are available in October.
- You may need to pay by instalments, or in lieu of work completed, terms can be arranged. Please enquire.

### **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 and transfer is not possible and a full fee is applicable.

### **Additional fees**

Additional fees will apply to portfolios completed offline or in a pack not created by AAI for the young person

Additional fees may apply to assessment of handwritten work.

Prices for study packs not completed with AAI Advisers, who wish our Advisers to assess and moderate the work, will be quoted on request

### **Where does your money go?**

AAI is not run for profit, and the Director does not receive a salary. Money taken covers assessment and submission upon completion of the study pack for e-certification, telephone tutorials and other financial and administrative costs. 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 disadvantaged young people. Scholarships are available, ask for details if you want to apply.

# Online Arts Award portfolios

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## What is an Arts Award portfolio?

An Arts Award portfolio is one place where you manage and evidence all your Arts Award work.

## AAI offer online portfolios and online support

On registration, AAI create an online study pack for young people, based on google docs.

Your Arts Award portfolio is in your study pack on the google doc, all work for the Arts Award must be kept in this study pack.

## 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, e.g. impressionism
- Development work, which shows your style development over (a period of) time, e.g. 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, e.g. 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
  - Chalk, pastels and charcoal
  - Watercolour
  - Acrylics
  - Oils (use water mixable oils, they're safer and less smelly!



## Arts Award Initiative Company Limited (AAI) Information pack

- Something unusual – craftwork or graffiti?

There is documentation on the fb group which gives a very in-depth idea of what to add to the arts portfolio.

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.



## Using Google docs

Upon registration you will be provided with an Arts Award Study Pack on google docs

Your study pack is the place where you will create an Arts Award portfolio for your Award.

We check all non-themed Award docs daily, on the day after you have completed work.

We check all themed Award docs regularly, and when you tell us they are completed. You can ask us to undertake an interim check, a comment box on the doc will alert us to your requirements.

### How to use Google docs

Using a google doc is similar to using a word docx.

- Open the google doc by using the link we emailed to you
- Type into the document
- Close the document – do not try to save your work, saving is an automatic feature

Using google docs is quite scary as it has some very strange features – for example you don't 'save' your work – you just type and close! 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.

### How to complete your doc

- this is the document that will be assessed, so ensure all your work is put into it and it should be used exclusively.
- look through it before you start so you know what to put where.
- do not personalise this doc, do not change fonts or apply styles.
- do not write in prose, unless asked to do so, just answer the questions, put one answer immediately below each question, and follow the schemata as it is laid out. Your answers should still be in-depth but should be relevant.
- if you use any sketchpads or similar alongside your doc, please add relevant work in the doc in the appropriate place.
- if you want to add digital work, please add them to the doc as jpg's or png's
- video should be added as a link, with a screenshot or two of the video to substantiate the link in the event of link failure
- annotate all evidence

### Adding photographs to the google doc

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It can get complicated to transfer a photo from your phone to the google doc, but unfortunately, we cannot give specific instructions for every Phone and PC type here.

Hopefully your phone is straightforward:

- Open the photo and google docs on your phone
- Click the share button on the photo and follow the share instructions to directly share to the doc

If you don't have google docs on your phone, open the photo and share it to yourself via email. From there you can copy it to the google doc on your PC.

Here's some info on using pictures on the doc

- we only need one or two screenshots or photos to evidence each section, and all photos and screen prints should be quite small otherwise your doc will become too large and unwieldy. If you feel that this will prevent people from seeing the details on the photo, then use your discretion and make it as big as it needs to be
- to re-size the photo:
  - upload it into the doc
  - click on it
  - hover over a corner blue square until you see a double-sided arrow
  - left hand click and drag it towards the photo
  - stop when the photo is approximately the right size
- add your pic as a screensnip:
  - shift & windows key & s
  - highlight the pic
  - visit the doc and position cursor in the correct place
  - right hand mouse click
  - choose 'paste' from the menu
- to rotate a pic:
  - click on it
  - click on the circular arrow attached to one of the blue squares
  - drag it into place
- to crop the photo in order to take out irrelevant sidebars etc, and/or personal information:
  - upload it into the doc
  - right hand mouse click on it
  - choose 'crop image' from the menu that appears
  - drag the black bars/corners to highlight the area you want to keep
- Alternatively, before you add your photo to the doc, edit your image on 'Paint' or a similar programme, and load the new version into your doc. This is a good option if you need to identify yourself in a group pic, add an arrow to the pic.

### **Moving videos from your phone to the google doc**

Unfortunately, we cannot give specific instructions for every Phone and PC type here.

We suggest you:

- Make your video
- Open your video on your phone
- Click on the 'share' button
- Look for the button which creates a 'link' and follow the instructions to copy the link
- You will then see all the options for sharing the link, if you don't have a google doc app, and this isn't open on your phone, then share it to yourself as an email
- From there you can simply copy the link to the google doc on your PC

If this doesn't work, or your phone isn't being supportive, we can only recommend googling the process for your phone type.

### **Comment boxes**

We use 'comment boxes' to comment on your work, and to give you advice and encouragement.

Every time you come into this document please check your previous work for comment boxes, read what we say and act on the advice.

When you have done this click the 'resolve' button above the comment, and we will get a message to say you have completed this work.

Occasionally we will 'assign' a comment to someone, not the young person, if we feel that the young person does not have access rights to evidence or similar.

### **Suggestion boxes**

Sometimes we use Suggestion boxes where we change your wording to an alternative wording suggested by us. You don't have to accept this suggestion, and even if you do, you don't have to accept our wording. Please choose your own option for this, but do not ignore what we suggest as we have suggested the wording for a reason.

### **Assigned boxes**

Occasionally we will 'assign' a comment to a specific person, this person will receive the information via email.

### **If you want to contact us**

If you want to contact us, please leave us a comment: highlight some work and a + sign will appear on the right-hand side, click on it.

### **Deleted comments**

To see comments inadvertently deleted please click on the striped speech button next to the 'share' button above the menu on your right-hand side

### **Why do you have to work into a study pack on google docs?**

The simple answer is that you don't.

You can work anywhere, e.g. a purpose designed logbook (available from AAI), on paper, or in a sketch book etc. Essentially, the work can be delivered to us in any format.

However, we then have to be able to transfer this into a format suitable for final submission of work for e-certification, so:

- You may be charged additional fees in advance
- You may be charged additional charges (e.g. postage)

Also, you will not have the benefit of our help as you work.

### **Can I work on any other delivery platform?**

You can work anywhere you like. However, AAI want all portfolios to be on google docs. So please ensure all work is put on your google doc when you have finished working elsewhere

However, we then have to be able to transfer this into a format suitable for moderation of e-submissions, so:

- You will be charged additional fees in advance
- You will be charged additional charges (e.g. postage)

Also, you will not have the benefit of our help as you work.

### **Why use our study pack?**

AI will not be held responsible if you work in a way not recommended by us, this is particularly the case if:

- 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 young person's work

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- You choose not to use our study pack and consequently miss vital parts of the Award requirements
- If this work is inaccessible to a moderator upon request for moderation.

Plus:

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

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.

### **Submissions for e-certification for study packs 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

### **Can the packs be changed?**

The packs we offer were written by AAI with direct help from Trinity College (the examining body) for use online. So, wherever you work, you have to answer every question in the study pack we provide.

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
- Do not format photographs, leave them 'inline'

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 piece to be shared.

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.

### **Young people from other centres**

## Arts Award Initiative Company Limited (AAI) Information pack

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 submitted for e-certification.

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.

Prices for this will vary according to the system used to compile the original work, the layout of the work and the level of Award.

### **Scribing**

The adult responsible for completion of the portfolio should not add anything to the portfolio unless asked to do so by the young person. However, they can 'scribe' for the young person. Please take dictation from the young person. Let AAI know if you are scribing for a young person.

It is acceptable for the responsible adult to offer help and support at all levels, but they should not write the reviews etc for the young

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, e.g. Website page screenshots etc/photographs/email invitations etc.

## Facebook groups supported by AAI:

We offer a range of Facebook groups to support all the requirements of the Arts Award.

Arts Award Initiative: <https://www.facebook.com/groups/2760955333941665/> For all things pertaining to Arts Award Initiative

Home Ed Arts Award: <https://www.facebook.com/groups/homeeducationartsaward/> For all things pertaining to Arts Award for the Home educated

Arts Portfolio Club: <https://www.facebook.com/groups/344437056667915/> A group where any young person can post their artwork

Arts Award Initiative – registered students sharing page:  
<https://www.facebook.com/groups/549437855435698/> A place to share any work, exclusively for young people registered with AAI

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Arts Award Performing Arts Page: <https://www.facebook.com/groups/538194744755192> A place to share any performing arts work, exclusively for young people registered with AAI

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

Do not break the basic rules of the group.

- Comment on 7 other posts when you post anything
- Keep comments positive, look for the good in the young person's work.
- Turn off commenting on your young person's post once they have received enough comments, and post and comments have been copied into the study pack/portfolio.
- Remove yourself from the group once your young person has finished working with AAI.





## Moderation

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Arts Award is regulated at Explore through to Gold and therefore requires assessment and occasionally moderation of our submissions for e-certification.

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

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.

Once the study pack is completed to your Advisers satisfaction, the work is automatically submitted to Trinity College, London, who will check your Adviser's assessment of your portfolio Trinity College, London, will issue e-certificates to the young person in a timely fashion.

### **At what age can my young person be moderated?**

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

### **How to pass an Arts Award with AAI**

1. Do all your work directly into the Arts Award study pack, which is created for you by AAI on google docs
2. Enter all plans into the correct pages of your study pack before you start work.
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, i.e. photographs that show us what has been created in a way that shows it fully/videos of performance art
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' with family (for Discover/Explore)
    - ii. and/or a screenshot of the work on our Facebook page:  
<https://www.facebook.com/groups/549437855435698> (for Gold/Silver/Bronze)

## **How work is assessed**

### **Discover and Explore Awards**

Discover and Explore are assessed on completion of sections with requisite evidence; please see the tick lists for evidence 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 young persons 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 the final assessment.
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.

### **What happens if the study pack does not reach the criteria required for success?**

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 assessed as it stands, then we cannot assure a pass.

If we have advised that the portfolio may not pass, and it is assessed by the moderator as 'below pass', then you will be responsible for payment for a second moderation, however, we will continue to support your young person 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 young person to address any deficiencies in the portfolio and we will pay for a second moderation.

## 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 young person learns. Hence it is a valuable qualification to take if you want to learn skills for life - and many young person's 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.

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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.

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.

Please note that our themed and non-themed packs are the same qualification.



## Levels of the Award

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There are five levels of the Award, Discover, Explore, Bronze, Silver and Gold.

All levels are available to all young person's aged 4-24.

The level you choose for your young person should be the level appropriate to their age and abilities, their likes, and dislikes.

We recommend the following ages for young persons; in reality we allow a lot of leeway with these ages as we think parents know their young person best, but they are a rough guide.

Discover Arts Award: age 4-7

Explore Arts Award: age 8-10

Bronze Arts Award: age 11+

Silver Arts Award: age 14+ (unless they have taken Bronze level with us)

Gold Arts Award: age 16+ (unless they have taken Bronze and/or Silver levels with us)

Trinity College's only proviso is that Bronze, Silver and Gold cannot be submitted for certification until age 11, so we will not register any young person under 10 for these levels.

Apart from that criteria we are happy to accommodate most requests for levels. As we cater for high ability and home educated young people who approach education differently, we allow young persons of any age to take any level and we expect parents to undertake research and assessment of their young person's skill sets to determine the level best for their young person. To ensure you choose the right level for your young person 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.

## 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*

*Part 2: take part in an art activity – either a workshop or an exhibition/show experience can be discussed, but the young person 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):

### **Part 2: Taking part in an art activity**

*An art activity helps you learn more about art*

*For this section you can learn about any kind of art, anywhere, online, at home, or out and about with an artist.*

*Evidence required:  
A photo of your artwork  
A photo of you doing the workshop*

*To do*

*Find a workshop to do and go do it!*

*Add evidence of your doing this workshop, here*

### Questions

What was the title of the activity?

What did you see/do?

Tell us about your learning journey - what did you learn?

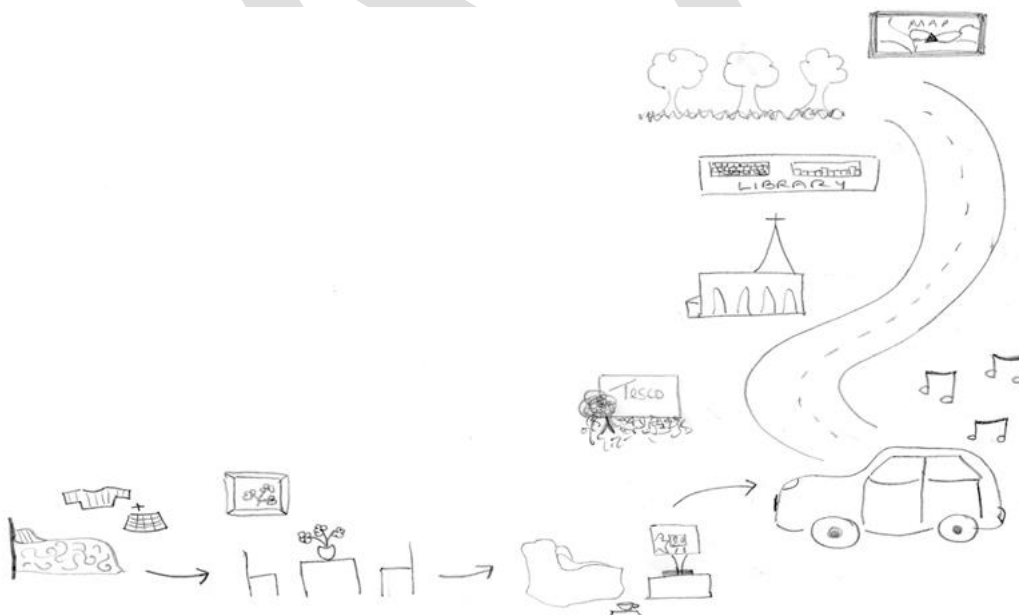
Discover Arts Award is not a qualification, it is classed as an 'Introductory level' Award, and it is certificated. The centre and your Adviser are responsible for ensuring the arts log meets the standard of a pass, although certificates are issued by Trinity College, London.

## The Arts Map

The creation of the ArtsMap gives young people an opportunity to think about how art and design has influenced every aspect of their lives. They look at every aspect of their day to see if they can see 'where the art is' – of course it is everywhere! They then create an ArtsMap to illustrate their new learning and understanding.

The map itself is normally a sketch of all the art the young person notices through the day, or during snatches of a journey which the young person wishes to explore. However, we are happy for the young person to present this in any way which suits them, for example, a series of photographs.

### An example ArtsMap



## Description of the ArtsMap

On our journey we encountered many different art forms:

- the bed was designed by furniture designers for craftsmen to make
- the blankets were designed by a textile artist and created by a craftsman
- the clothes were designed by a fashion designer and made by hand
- the table and chairs were designed for craftsmen to make
- there's a vase designed by a ceramicist – and a cup for coffee
- there are pictures on the wall painted by a visual artist, and some photographs by an amateur photographer
- On the TV there's an animated film created by so many people – script writers, musicians, cartoonists...
- the car was designed by a car designer
- On the drive we listen to music, written and played by musicians, and sung by singers, musicians, choirs...
- There's a church designed by architects,
- A library full of books written by writers and illustrated by illustrators
- a big advert for Tesco's designed by a graphic designer
- a park designed by landscape gardeners
- with a map drawn by a cartographer



## 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.

There is no difference between the requirements of a themed and non-themed pack, they are both the same qualification. However, they are set out slightly differently and questions reflect the theme.

This level is an Entry Level Award in the Arts and achieves 4 credits, the work is assessed (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, consider possible activities for the rest of the Award*

*Activity 2: take part in a workshop and create art*

*Activity 3: attend an exhibition/performance and review it*

*Activity 4: learn about an artist, any artist, any artform, any era*

*Activity 5: learn about an arts organisation – this includes any place which features art, e.g. galleries, theatres, etc*

*Activity 6: make a personal artwork, with special attention to planning and reviewing practice as a creation process*

*Activity 7: Share work (the whole portfolio) with friends or family members*

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

#### **Part A Activity 2: learning about art by taking part**

*For this section you attend a workshop or take an online workshop or class and you review what you did*

*Evidence required:  
a photo of you taking part  
a photo of the artwork you create*

*To do*

Take part in your workshop.

Put a photograph of something that proves you took part in this, here  
 Hint: you can take a photo of yourself watching online, or if you're taking a live workshop then you can take a photo either in the class or standing outside the venue

Put a photograph of any work that you created here.

**Questions**

What did you see and do?

Did you enjoy yourself? Why?

Did anything inspire you?

List some new skills or ideas you have learned:

**For ArtsMap instructions, please see page 23**

**Explore Arts Award Tick list**

Explore Award: Section	what you are doing	what goes in the portfolio	Tick box
Activities and introduction	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	

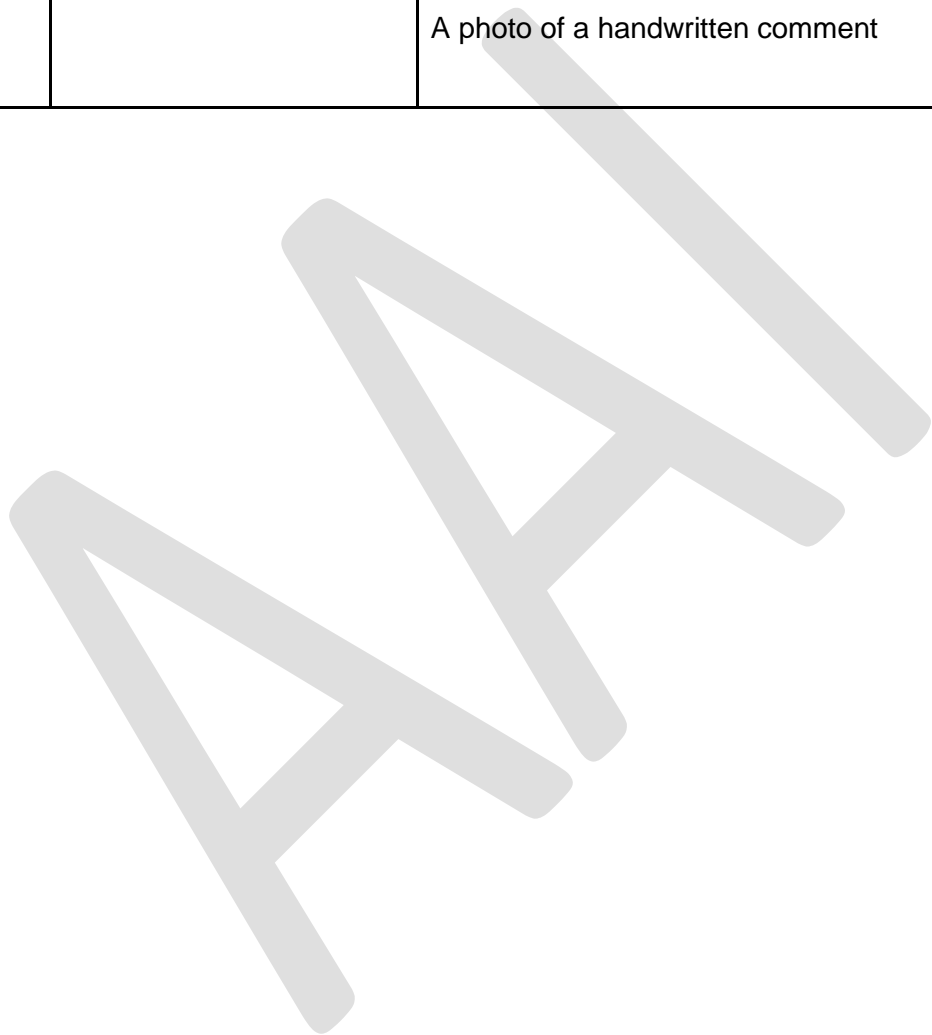
Arts Award Initiative Company Limited (AAI) Information pack

		Add any research the young person does when they are looking for your activity	
Part A: Activity 1		The ArtsMap (see page 8), with a little description	
Activity 2	Attending a workshop ie. 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	
Activity 3	Attending an exhibition or show	Evidence of research, e.g. notes/photos/recordings/ screen prints	
		A photo of the young person doing the activity	

<p>Part B: Artist and organisation research</p>	<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>	<p>Evidence of research, e.g. notes/photos/recordings/ screen prints</p>	
		<p>answers to all the questions</p>	
		<p>Annotated examples of their favourite work by the artist</p>	
<p>Part C: Create an artwork</p>	<p>A chance to really enjoy creativity</p>	<p>Answers to all the questions</p>	
		<p>Photo of the young person doing it</p>	
		<p>Photo of their final creation</p>	
<p>Final review</p>	<p>Summing up what the young person has learnt</p>	<p>Answers to all the questions</p>	

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Sharing	Share with family members or friends	A photo of the young person sharing their portfolio – NOT JUST THE ARTWORK (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 is no difference between the requirements of a themed and non-themed pack, they are both the same qualification. However, they are set out slightly differently and questions reflect the theme.

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:

### **Part A Taking part in an art workshop**

*For this section you must take part in a workshop, this can't be your 'normal' art workshops, they have to be something extra you are doing – for example*

- *a holiday club,*
- *or another lesson with your normal teacher but in a different genre or artform*
- *An online lesson teaching you something new*

*You can take more than one lesson, you can take a series of lessons, but they should all be connected.*

*This workshop can be in the art form of your choice.*

*Evidence you will need to complete this section:*

- *A copy of the advertising for the lesson*
  - *For example, if your regular teacher sends you an email about classes, you can screenshot that.*
  - *or, if an advert has popped up on a notice board, photograph it and add the photo here*

- *or, if you are taking an online lesson, a url and a screenshot of the post*
- *A photo of you learning at class, or taking part at home in front of the screen*
- *Evidence of the creation of performance or artwork*
- *Evidence of an online share*
- *Evidence of comments received online*

### To do

Find the lesson/s you want to take part in

Add a photo of the advertising for your lesson/s, if you found it online add the url of the website

Take part in the lesson/s

Ask someone to photograph you taking part in the lesson, add the photos here

Create artwork using your new skills

Share it online

Hint: we have a page for young artists

<https://www.facebook.com/groups/344437056667915> and a page for young performers <https://www.facebook.com/groups/538194744755192> Both are very small, and private, being only for AAI students:

Add a screenshot of the post, here

Add a screenshot of the comments you receive, here:

### Questions

What was the title of the lesson/s you chose?

Why did you choose this lesson/s?

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

List some new skills or ideas you learnt, and state how your knowledge increased and how your skills have developed

Did you enjoy the activity? Why?

**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 research possible activities</p> <p>The young person records this research</p>	<p>evidence the young person has researched possible activities and events e.g. 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 already familiar with</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><b>One or more</b> of the following annotated photographs to illustrate their journey and evidence they took part</p> <ul style="list-style-type: none"> <li>a photo of them taking part.</li> <li>a photo of them 'showing' or demonstrating what they have learnt.</li> <li>a photo of artwork created.</li> </ul> <p>flyers/other evidence about the activity/venue/artist collected while attending</p>	



<p>Part B</p>	<p>Experience an arts event as an audience member (this includes any performance art or exhibition, i.e. any size, any exhibitor/ performer, any venue etc</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><b>One or more</b> of the following evidence, annotated to explain what is happening:</p> <ul style="list-style-type: none"> <li>evidence you were there.</li> <li>a photo of you taking part.</li> <li>a photo of you 'showing' or demonstrating what you have learnt.</li> <li>a photo of artwork created.</li> <li>flyers/other evidence about the activity/venue/artist collected while attending</li> </ul>	
	<p>Sharing the Part B review</p>	<p>The review should be shared either on the home ed fb sharing page:  <a href="https://www.facebook.com/groups/549437855435698/">https://www.facebook.com/groups/549437855435698/</a>, or at <a href="http://www.artsawardvoice.com">www.artsawardvoice.com</a></p>	

		Once comments are made on the review, add screenshots of the page showing the post and the comments, to the portfolio.	
Part C	Arts inspiration project	Evidence of research, e.g. notes/photos/recordings/ screen prints	
		Extended answers to all the questions	
		Annotated examples of the young person's favourite work by the artist	
		Bibliography	
Part D	Leadership project	<p>Plan for leadership: answer all the questions</p> <p>At Bronze level, young persons have to offer a learning opportunity to others. AAI recognise there could be many different kinds of leadership projects but prefer the young person to offer a taught event or project as this is the best way to learn and demonstrate several unique learning outcomes.</p> <ul style="list-style-type: none"> <li>• A short teaching event must be planned and delivered by the young person. It should last for more than 20 minutes.</li> <li>• Our study pack planning pages should be followed carefully, and delivery must be reviewed appropriately (see study packs).</li> <li>• The attendees can consist of a family member/s, or friends.</li> <li>• The project does not require advertising in advance or extensive materials/venue management.</li> </ul>	

		Evidence of leadership project, e.g. 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

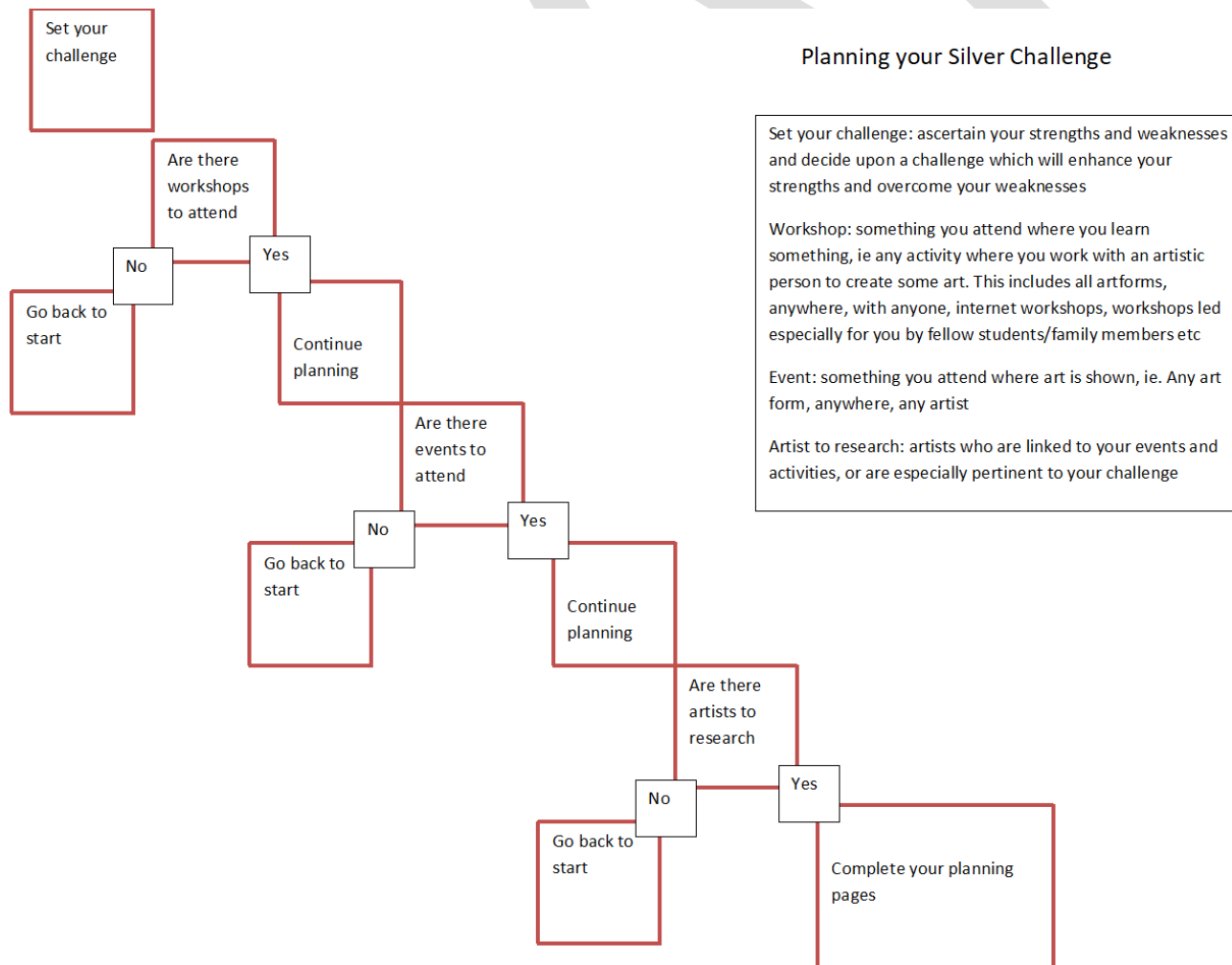
## Silver Challenge

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
- young people using the Illustrate Silver pack will be expected to choose an illustration genre of their choice and all their work will be based on this genre

Use this flow chart to ascertain if your challenge will work.

## Silver Arts Award Challenge flow chart



## Arts Award Initiative Company Limited (AAI) Information pack

To achieve this challenge the young person plans, records, evidence 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 young persons through each step with care. At AAI we would prefer if the young person led 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 person's requirements.

This is a Level 2 Award in the Arts.

There is no difference between the requirements of a themed and non-themed pack, they are both the same qualification. However, they are set out differently and questions reflect the theme.

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

### **Example 1 a page from Silver Arts Award Unit 1C**

#### **Review an arts event (e.g. shows, performances or exhibitions)**

*You should review at least one arts event or experience from the perspective of an audience member. The review should focus on the artistic qualities and creative impact of the event(s)/ experience(s) and should demonstrate your knowledge and understanding of the art form(s) involved. You then share your review(s) with others*

*This can be a performance or exhibition of work, large or small, anywhere; or an online performance or exhibition, but it has to be relevant to your challenge*

*Provision has been made for you to review one event here; if you want to review multiple events please copy and paste the questions; if you attended multiple events which you did not like/learn anything from, please add an extra paragraph to this Unit to discuss that separately and concentrate on reviewing the events which helped you to achieve your challenge.*

#### **Evidence required:**

- *A minimum of one photo of you viewing*
- *A photo/screenshot of the work shared*
- *photos/screenshots of the comments you received*

#### **To do**

#### **Attend the event**

#### **Questions**

What was the title of the exhibition/show?

Why did you choose to attend this exhibition/show?

Who were the artists and what do they create?

Hint: if you saw a group/club at work then simply state the name of the group, e.g. the artists from XXX club, or e.g. the artists performing group

Hint: if anyone 'special' is performing or exhibiting, you could mention them here

What did you see?

What were your first impressions?

Hint: and your overall impressions of the presentation/layout/screening/performing of the artwork

Did you find anything particularly interesting to you personally?

What did you learn which will help you to achieve your challenge?

Hint: it is important you look at work created by others and learn from them, the emphasis here is for you to learn something relevant to your challenge - this is an important question so think carefully

Did you enjoy the experience overall? Why?

To do

Create a short review using the answers to the questions above

Hint: write around 100 - 200 words about the performance or exhibition using your answers to the above questions as prompts.

Put a copy of the review here

Share the review here: <https://www.facebook.com/groups/549437855435698/>

Add a screenshot of the post, here

In two weeks, time add a screenshot of comments received, here

### Questions

Discuss comments received here:

Discuss what you have learnt in Unit 1C

### **Example 2 Silver Arts Award Unit 2C**

#### **Resources**

*Resources are the materials and equipment you use when you design your project*

#### **Questions**

Who is responsible for resource management for your event?

What equipment/materials are you responsible for sourcing throughout the whole project?

Are you personally offering a demonstration or an example piece to show people what to do/make during your personal workshop? If so, do you need equipment or materials to create this in advance?

Can you get any of this equipment or materials from your home/adviser/teacher/event organiser?

Do you have to buy anything? If so, where will you get the money from?

To do

Make a list of everything you need, and put it here

**Silver Tick list**

Section	what you are doing	what goes in the portfolio	Tick box
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 e.g. 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	

<p>Unit 1 B</p> <p>Implementing and reviewing of the Arts challenge</p>	<p>Showing evidence of and reviewing of the learning journey</p>	<p>answers to all the questions in sentence format</p>	
		<p>photos of practice artworks created, or photos showing stages of development when the artwork was created</p>	
		<p>Photo of final artworks</p>	
	<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: <a href="https://www.facebook.com/groups/549437855435698/">https://www.facebook.com/groups/549437855435698/</a>, or at <a href="http://www.artsawardvoice.com">www.artsawardvoice.com</a> 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</p> <p>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>	
		<p><b>One or more</b> 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: <a href="https://www.facebook.com/groups/549437855435698/">https://www.facebook.com/groups/549437855435698/</a>, or at <a href="http://www.artsawardvoice.com">www.artsawardvoice.com</a> 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>	
		<p><b>One or more</b> 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>	

<p>Unit 2 A</p> <p>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>At Silver level, young persons have to offer a learning opportunity to others. AAI recognise there could be many different kinds of leadership projects but prefer the young person to offer a taught event or project as this is the best way to learn and demonstrate several unique learning outcomes.</p> <p><b>Offer</b></p> <ul style="list-style-type: none"> <li>• The young person must organise and deliver a project, not a workshop.</li> <li>• The project should be:             <ul style="list-style-type: none"> <li>○ a one-off all-day event, or</li> <li>○ a series of workshops, or</li> <li>○ a series of activities offered online, or</li> <li>○ a taught lesson which is videoed and posted as an educational online, or</li> <li>○ a combination of the above, or</li> <li>○ an alternative format which they have OK'd with the Adviser in advance</li> </ul> </li> <li>• The event should be planned to allow young people to learn how to organise larger projects. We do not expect young person 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).</li> <li>• The projects should be managed as if they were an open project, and advertised on our registered young person's fb page, and venues and materials should be managed by the young person as if it were a public project</li> <li>• It should all be planned carefully in order to ensure ALL aspects of the study pack are covered in a timely fashion.</li> <li>• We encourage them to 'hire' people to work with them, for example a friend or a family member; by</li> </ul>	
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		<p>invitation so the young person can learn how to work with a team - so do expect to participate.</p> <ul style="list-style-type: none"> <li>• We also expect young person 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!</li> </ul>	
<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>e.g. if a teammate 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 teammate 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 everyone's 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 where 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	

		Copies of emails/meeting notes in which the young people discuss the finance for an event e.g. meeting notes discussing finances with parents/guardians	
		Evidence of any materials/resources bought e.g. photographs of receipts	
		Evidence of venue booking e.g. meeting notes with parents, e.g. 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	

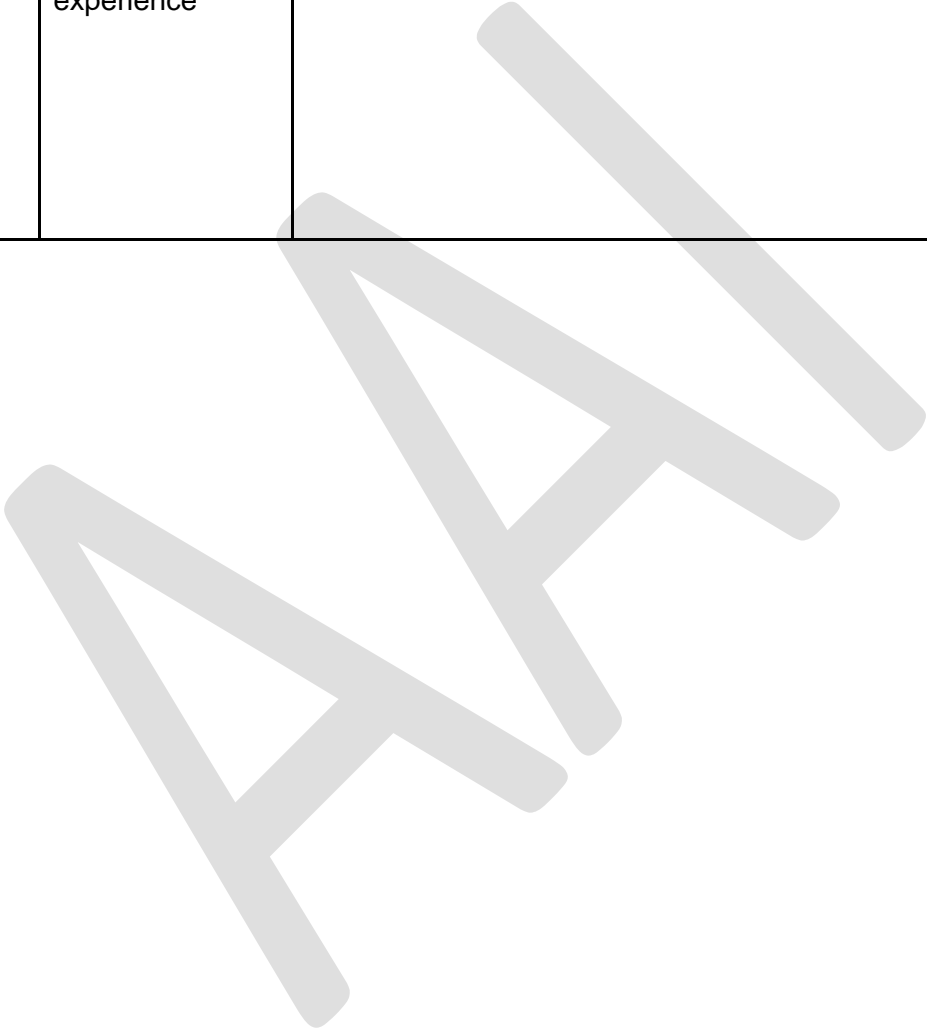
	<p>evidencing and reporting on first phases of delivery i.e. the first workshop if the project involves a series of workshops, or, the first half of the day if the project involves one full day of activities</p>	<p>answers to all the questions in sentence format</p>	
		<p>Any photos taken during the first phase of delivery; these should include:</p> <ul style="list-style-type: none"> <li>A photo of the young person setting up the workplace</li> <li>A photo of the young person cleaning up the workplace</li> <li>A photo of the young person demonstrating/teaching</li> <li>A photo of everyone attending showing different stages of their creative process as the young person teaches</li> <li>A photo of you helping someone</li> <li>A photo of any disaster e.g. spilt water, upset attendee being cared for etc.</li> </ul>	
		<p>Evidence of any discussions resulting from the first phase of delivery, e.g. 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.</p>	



	evidencing and reporting on final stages of delivery, i.e. 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 attendee's 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 attendee's work, teammates, co-workers and anyone else there (or screenshots of comments made on a social media exhibition)	

<p>Unit 2 D</p>	<p>The young person shows how they worked effectively with others involved in the project i.e. team members/ attendees/ other helpers</p>	<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>	
		<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')</p>	
		<p>Feedback from co-workers/helpers in handwritten form or from social media/email screen prints</p>	
		<p>Evidence of how the young person worked well with team members e.g. a photo of them working with others e.g. perhaps a photo of them helping others to set up the workplace or similar</p>	
		<p>Evidence of how the young person worked well with attendees e.g. a photo of them helping them</p>	
		<p>Evidence of how the young person resolved problems that arise</p>	
		<p>Feedback from those attending the workshop</p>	
		<p>Feedback from those attending the exhibition</p>	

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	
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# Gold Award

There are two units in the pack, both of which contain multiple parts. In the first Unit you record your learning journey, and in the second create and lead a leadership project

## Personal learning, Units 1A-1E

The personal learning journey involves:

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

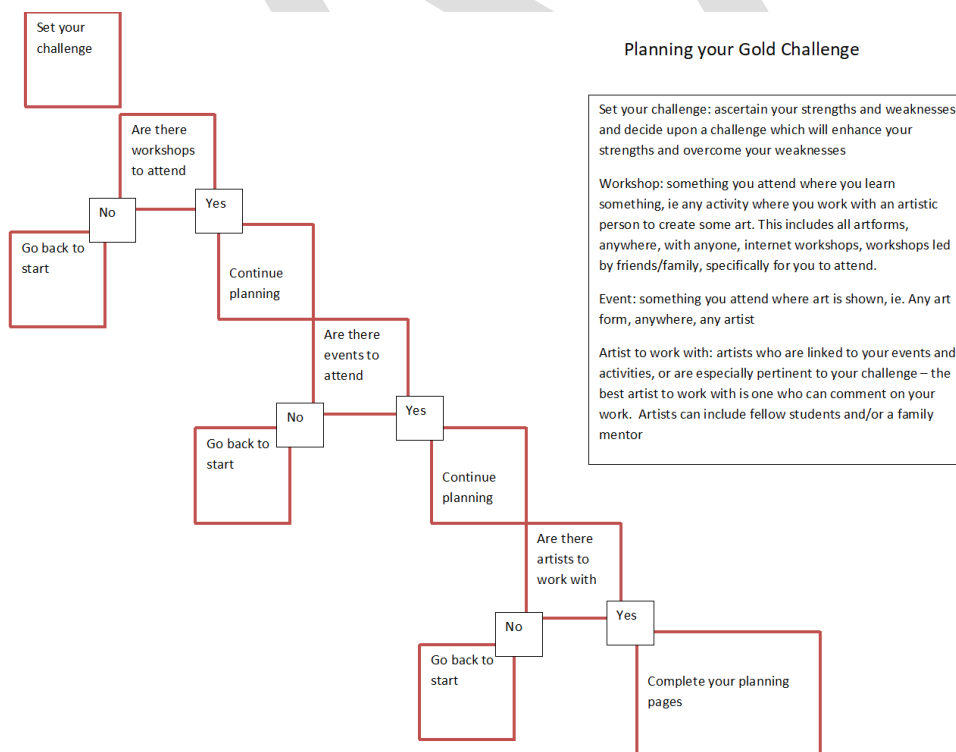
Before starting the Gold Award learning journey, the young person sets themselves a challenge using the study pack to gain insight into their own abilities and communicate these to their Adviser.

- they 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 Gold level the young person research options for learning, i.e. 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 this flow chart to ascertain if your challenge will work.

### Gold Arts Award Challenge flow chart



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Once they have worked at their own skills, and acquired some new skills by working with other art practitioners, young people produce artwork at a higher level.

The aim is to produce some artwork in the original media, but which incorporates lessons learnt from studying a new media.

### **Unit 1B: working in the community**

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.

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

In this unit the young person attends the activities they planned in Unit 1A, creates reviews and extends their research.

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

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

E.g. Should 'craft' work be classed as 'art' work?

E.g. Should artists sing live or is miming acceptable?

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

### **The leadership project, Units 2A-2E**

At Gold Arts Award level the young person should offer a project not a workshop. This Unit will lead young people through the complex and convoluted processes involved in managing a larger project. When the young person has decided on a project, they have to plan it carefully in the study pack. Then deliver it and review it.

- 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.

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- 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 young person 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. If any young person completes their leadership project before the Health and Safety assessment is countersigned and evidenced, they run the risk of us refusing to assess it.

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.

Examples of successful Gold Awards can be found here: <https://www.voicemag.uk/artsaward/case-studies?artform=&level=gold>

### Pages from our Gold study packs

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

#### *Example 1*

#### **Attending an event in which you extended your first (i.e. your main/current) art form**

*Here you create a review script by answering questions about the event you attended*

#### **To do**

#### **Attend the event**

#### **Questions**

What did you do:  
Hint: add **full** details

Who were the artist/s?

Where did you do this:

Why did you do this (i.e. how did you think it could enhance your skills):

Describe your experience:

Explain if you expanded your artistic skills by doing this?

Explain how this has influenced your own arts practice.

To do

Add evidence you took part

Add evidence of any new art you created

Hint: even if you made incomplete pieces as a result of attending this event, it is important to add them here

If there are more photos add them here

If you made videos add a link here

Example 2

### Summary of planning

*You are important - this whole project is about you and your learning, it's important in itself, but mostly it's important as a way for you to learn. We should stop here, before delivering it, and write a little summary of all your planning so far and demonstrate how well you are developing your skills.*

*To tell us how you feel all this planning went well include information about:*

- *How you helped your fellow workers and/or team*  
*Hint: you kept them informed etc*
- *How you are helping prospective respondees*  
*Hint: your advertising was clear and informative*
- *Any relevant health and safety issues which may have arisen*  
*Hint: think carefully about the health and safety issues which you identified during your planning stages. What did you do to ensure the issues you identified did not become problems? For example, if you created a health and safety analysis, who did you send a copy to?)*

To do

Using the prompt questions above, create a quick assessment of yourself and what you have done and tell us if your leadership skills are getting better.

**Gold tick list**

Section	what you are doing	what goes in the portfolio	Tick box
Unit 1 A	1 <sup>st</sup> 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 <sup>nd</sup> 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 <sup>rd</sup> 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: <a href="https://www.facebook.com/groups/549437855435698/">https://www.facebook.com/groups/549437855435698/</a> , or at <a href="http://www.artsawardvoice.com">www.artsawardvoice.com</a>	



		Feedback from people who see the new work	
Unit 1 B	<p>Taking part in developmental opportunities within the wider arts sector,</p> <p>i.e. either volunteering for a minimum of 5 days; or taking a training course which lasts for a minimum of 2 days</p>	<p>answers to all the questions which are relevant to the choices made, in sentence format</p>	
		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>	

<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 young person).</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 evidence</p>	
		<p>Evidence of research undertaken prior to event:</p> <ol style="list-style-type: none"> <li>1. To find event</li> <li>2. To understand who/what you are doing more thoroughly</li> </ol> <p>This can include:</p> <ul style="list-style-type: none"> <li>• flyers/other evidence about the activity/venue</li> <li>• internet research</li> <li>• one to one discussion</li> <li>• recommendation from other artists</li> </ul>	

		<p><b>One or more</b> 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:  <a href="https://www.facebook.com/groups/549437855435698/">https://www.facebook.com/groups/549437855435698/</a>, or at  <a href="http://www.artsawardvoice.com">www.artsawardvoice.com</a></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	

Unit 1 D	Form and communicate a view on an arts issue	answers to all the questions in sentence format	
		<p>Evidence of research, e.g. notes/photos/recordings/ screen prints</p> <ol style="list-style-type: none"> <li>1. add the information FOR the arguments</li> <li>2. add the information AGAINST the arguments</li> </ol> <p>Ensure all research is cited, name the author, the place where the citation was found, date</p> <ul style="list-style-type: none"> <li>•</li> </ul>	
		<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"> <li>• Quote the quote</li> <li>• Make it stand out in a written presentation by indenting it and using quotation marks</li> <li>• Accredite the quote in a verbal presentation as you say it.</li> <li>• Accredite the quote in a video at the end of the video.</li> <li>• Name the author, place where citation was found and date.</li> </ul>	
		<p>Your essay/presentation should be shared either on the home ed fb sharing page:  <a href="https://www.facebook.com/groups/549437855435698/">https://www.facebook.com/groups/549437855435698/</a>, or at  <a href="http://www.artsawardvoice.com">www.artsawardvoice.com</a></p>	
		<p>Once comments are made on your review share put a screen print of the page into your portfolio showing comments</p>	

		Then, answer all the questions re reflection and feedback comments in sentence format	
Unit 2 A	Planning the leadership project. 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.	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/teammates – 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, e.g. 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, i.e. 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	

<p>Unit 2 C</p>	<p>Delivery Learning from work undertaken: a full review of each part of the project as it is delivered</p>	<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 we understand what is happening.</p>	
		<p>Annotated photos from each workshop/part of the project as it is delivered these should include:</p> <ul style="list-style-type: none"> <li>A photo of the young person setting up the workplace</li> <li>A photo of the young person cleaning up the workplace</li> <li>A photo of the young person demonstrating/teaching</li> <li>A photo of everyone attending showing different stages of their creative process as the young person or others teach</li> <li>A photo of the young person helping someone one to one</li> <li>A photo of the young person liaising with team members</li> <li>A photo of the young person assisting a team member</li> <li>A photo of any disaster e.g. spilt water, upset attendee</li> </ul>	
		<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>	



		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 e.g. emails/letters/cards of thanks; this can include feedback on handwritten notes etc from team members	

Unit 2 D	Managing a public sharing of work created during project	Answers to all the questions in sentence format	
		<p>Comment sheet completed by people attending the exhibition; people who can complete this are: attendees commenting on other attendees' work, teammates, 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"> <li>A photo of the young person setting up the exhibition (or a team member doing this for them)</li> <li>A photo of the young person (or team member) cleaning up the exhibition place</li> <li>Photo of the venue pre-exhibition</li> <li>Photos of the exhibition</li> <li>Photo of the comment sheet completed by people who attended the exhibition</li> <li>A photo of the young person helping someone</li> <li>A photo of any disaster e.g. spilt water, upset attendee</li> <li>Photo of people attending the exhibition</li> </ul>	
		<p>Evidence of any discussions resulting from the creation of, or the actual exhibition, e.g. 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, e.g. a change in delivery tactics for example, or a different way to use the venue.</p> <p>Please provide evidence of any follow through</p>	

		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	<p>answers to all the questions in sentence format</p> <p>HINT: the young person can repeat information used in units 2A, 2B, 2C, 2D, and they can re-use photos and other evidence</p>	

## Notes to help you complete each Award

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### Definition of events which young people have to attend

#### Workshops

A workshop is any activity where a young person learns about art.

This can be:

- Online
- Run by other young people
- Run by a local club or group
- Held in concurrence with a show/exhibition
- Large or small in size and scope and any time
- Specific to the young person ie. a one-to-one specific skill learning session from an artist/teacher
- Part of an ongoing course e.g. an art class teacher offers some watercolour sessions
- A summer or holiday school

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 parents have full responsibility to find workshops and other activities for the young person, 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

We strongly recommend that older young people 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 art form, we recommend that they do not try to cover everything, e.g. 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, e.g. if they are working towards a specific performance/show opportunity (e.g. The Xmas show) then they should concentrate on the workshops which lead to this event.

## Exhibitions

In essence an exhibition or show can include anything created, and be large or small, in an official venue or not, inside or outside, fun or boring, a school production or a classroom display, or even a display of creations made by friends or family.

However, an 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.

If the exhibition is a collection of functional pieces, then it may not be an art exhibition.

If in doubt, please contact your Adviser via the comment boxes on the study pack.

## 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, a school production or a small production created by friends or family.

If finances are tight, there are no opportunities, or the young person prefers to work from home, there are quite a few online opportunities or young persons can watch a film.

## Evidence required at every level

Evidencing everything is vital.

If a young person does something that has not been evidenced in the study pack, then it may not count towards the Award.

If the missing evidence pertains to a vital syllabus requirement, then the young person will not pass that unit/part of the Award.

The study packs state clearly which pieces of evidence are required, and where. The young person should read the pack in advance of working to ascertain what evidence they need to continue.

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 (

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- a photograph of the young person viewing the online exhibition.
- a photograph of the young person taking part in an online workshop.
- a video of the young person performing, links to videos must be accessible, so should be on a public forum

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

## Project work

### **Information useful for Explore, Bronze and Silver Arts Inspiration projects, and Gold Unit 1C Inspiration project and Unit 1D topic)**

When the young person creates a project we want it to:

- Demonstrate how much research the young person has undertaken
- Look great

Most importantly, remember that content is the most important thing in your project. Research should be undertaken as a priority.

### **Content of the project**

The project should include specific facts about the topic/hero, pictures and quotes.

To help get the needed information into the project we provide the young person with 'prompt questions' and a to-do list in the study pack.

### **Presentation**

This is a project, it can be presented in any format, but it must all be presented in the study pack and be easy to access. Acceptable formats include:

- Essay format, typed directly into the study pack
- Video presentation, there must be a working link to the video at the time of assessment for moderation. If there is a system failure at a moderation the assessor will assess video presentations from notes, scripts, and stills from the video so they must all be added too.
- PowerPoint presentations, add a copy of each screenshot and a copy of the script used.
- Posters, information should be added carefully to the poster, and in a readable format; in the study pack add close-ups of specific parts of the poster to prove all the work is there.
- For any other presentation format, please discuss with your adviser in advance.

The young person can use interesting ways to present the information. For example, they can use the list options, either a bulleted list or a numbered list:

- A bulleted list
- A numbered list

Or,

1. A bulleted list
2. A numbered list

Whichever way work is presented, it must be fully accessible from the study pack.

### **Additional requirements**

In the pack we ask for quite a lot of extras, here's a few tips on what to add to the pack, and how to set everything out:

- References - ie where they did the research, add this information when asked:
  - If it's a book tell us the title and author
  - If it's a website tell us the URL
  - Interviews – if they know the person, or have an opportunity to interview them in person or online, they need to know how to set out an interview, here are some clues offered by Trinity:  
<https://www.voicemag.uk/how-to-guide/3940/how-to-write-an-arts-interview>  
<https://www.voicemag.uk/how-to-guide/6207/how-to-interview-arts-professionals>  
The interview notes should be inserted into the study pack, as a photograph or screenshot. The information in the interview notes should be used in the project. We recommend that if they are a minor they should be accompanied at all times whether interviewing online or in person.
- Photographs and screenshots of the subject of the project, and of the art they've created. Photographs add colour and interest, they can be inserted into the project at any point, but they should be small, and they should be annotated with details of what they are and where they were found.
- Quotes from the subject of the project add interest, they can be set out like this:
  - If it's a short quote, just add quotation marks and tell us where the quote is from, for example:  
***In his autobiography, Fred Bloggs said 'I like to make people happy'.***
  - If it's a long quote, indent it and set it out like this:

***'I like to make people happy, I've done it all my life, I start with a circle and add eyes, nose and mouth, then I add hair. Then I decide if it's an animal or a person. If it's an animal I like to make them a little wild.'***  
*From 'The story of my life', an autobiography by Fred Bloggs*

### **Plagiarism**

Occasionally we are informed that there is 'significant plagiarism' in some work.

If words are copied into the study pack that's acceptable, but it is not acceptable if it is presented as the work of the young person, either:

- Present them as a quote (see above), or,
- change the wording





## Health and safety, and safeguarding

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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 working with the young person and their guests, working at home or out of the home, is available on demand.

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. When the registration form is signed (actually or electronically) the parent/guardian agrees to this.

The parent/guardian/appointed other will be responsible for the support of the young person during attendance of all activities and events; and will take responsibility for any other young people attending their young person's leadership event. As leadership projects are independently run this includes all health and safety and safeguarding of leaders, helpers, attendees at and participants in leadership projects.

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 young person 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 at Bronze, Silver, or Gold levels. The young person is required to consider health and safety whilst planning the project, and we will undertake a cursory check of these, but this is a professional courtesy and no acceptance of responsibility by AAI. The young person's assessment must be shared with the responsible adult in advance of the actual leadership element.

## Support

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Email: <mailto:artsawardinitiative@gmail.com>

Text to arrange a telephone call: 07973846731

Website: [www.artsawardinitiative.co.uk](http://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/>