

# Bronze Arts Award Evidence Checklist



This resource is designed to support advisers when they are assessing young people's portfolios. If you are planning your Arts Award delivery, take a look at our planning resources on the Adviser hub: [artsaward.org.uk/resources](https://artsaward.org.uk/resources).

This resource is not a substitute for the adviser toolkit as it does not contain all the information needed to successfully deliver and assess Bronze Arts Award. In order to deliver this level, you must have completed adviser training for Bronze and Silver Arts Award. See [artsaward.org.uk/training](https://artsaward.org.uk/training) for more information.

What young people should do	Evidence required	What to look for in portfolios	Where is the evidence*
<p><b>Part A: Explore the arts as a participant</b></p> <p>Young people show how they have developed their interest, knowledge and skills in a creative arts activity through active participation.</p>	<ul style="list-style-type: none"> <li>▶ a description of the arts activity</li> <li>▶ evidence of participating in their arts activity</li> <li>▶ a summary of what they have learnt and how their interest, knowledge and skills have developed</li> </ul>	<p><b>What will they do?</b></p> <p><b>This could include:</b></p> <ul style="list-style-type: none"> <li>▶ notes, flyers, research, drawings, photographs</li> <li>▶ an outline of the arts activity (written or recorded notes and any plans) and why it was chosen</li> <li>▶ what they want to learn or improve</li> </ul> <p><b>Taking part in a creative arts activity</b></p> <p><b>This could include:</b></p> <ul style="list-style-type: none"> <li>▶ photos, film, audio - to demonstrate participation</li> <li>▶ a commentary of how they are taking part in the arts activity, eg which bits they enjoyed most or found most challenging</li> </ul> <p><b>What they have learnt and how they have improved</b></p> <p><b>This could include:</b></p> <ul style="list-style-type: none"> <li>▶ a summary in their own words (written or recorded)</li> <li>▶ what they learnt, enjoyed and/or got better at</li> <li>▶ what they found difficult</li> <li>▶ anything they were unable to achieve</li> <li>▶ anything they would like to develop in the future</li> </ul>	

\*(eg page numbers, web link, video time code etc)

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<p><b>Part B: Explore the arts as an audience member</b></p> <p>Young people are audience members for at least one arts event or experience. They reflect on whether they enjoyed it, the quality and creative impact of the event or experience and the art form involved. They then share their views with others.</p>	<ul style="list-style-type: none"> <li>▶ evidence of attending at least one arts event or experience</li> <li>▶ evidence of personal reflection on the event(s)/ experience(s) and their creative impact</li> <li>▶ evidence of communicating/ sharing personal reflection with at least one other person</li> </ul>	<p><b>What will they do?</b></p> <p><b>This could include:</b></p> <ul style="list-style-type: none"> <li>▶ a wide range of arts experiences, eg theatre performances, exhibitions, concerts, fashion shows, film screenings, digital art</li> <li>▶ events do not <b>have</b> to be live, they <b>can</b> take place within the centre eg through an on site performance or watching a live stream of a performance</li> <li>▶ provide photos, tickets, programmes, postcards, leaflets, URL, CDs or DVDs from the event as proof you attended</li> </ul> <p><b>What was the creative impact?</b></p> <p><b>This could include:</b></p> <ul style="list-style-type: none"> <li>▶ reflection via notes, creative review, blog, art work (written/recorded)</li> <li>▶ describing what they like/disliked</li> <li>▶ their thoughts on the acting/painting/dancing/design within the event</li> <li>▶ how it differed from their expectations</li> <li>▶ how being an audience member or spectator made them feel</li> <li>▶ whether they would/wouldn't recommend it to others</li> </ul> <p>They should <b>not only</b> comment on:</p> <ul style="list-style-type: none"> <li>▶ the journey to and from the event</li> <li>▶ the refreshments</li> </ul> <p><b>What and how they shared</b></p> <p><b>This could include:</b></p> <ul style="list-style-type: none"> <li>▶ collecting comments and responses from others and recording how they shared their reflection with others, eg photos, comments from adviser, recorded reflection, CDs or DVDs</li> <li>▶ reflections published on a website, notice board, blog, social media or a recorded group discussion</li> <li>▶ discussions can be lead by the adviser</li> </ul>	

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<p><b>Part C: Arts inspiration</b></p> <p>Young people use simple research methods to find out about the arts practice, career and work of an artist, craftsperson or arts practitioner who inspires them and summarise what they have learnt.</p>	<ul style="list-style-type: none"> <li>▶ evidence of their research</li>   <li>▶ a summary, in any format that others can understand, of why the person was chosen and what they learnt about that person's arts practice, career, life and work</li> </ul>	<p><b>What to research?</b></p> <ul style="list-style-type: none"> <li>▶ research should focus on the arts related careers and practice of their chosen artist/craftsperson</li> <li>▶ chosen artists <b>do not have</b> to be well known and can be living or not</li> <li>▶ they could be a named band or a group of artists/practitioners</li> <li>▶ they can be someone already known to the young person but evidence must still include research into their arts practice</li> <li>▶ they could be someone from a field other than the arts but the young person must focus on their arts related work, eg a clothing line designed by a famous footballer</li> </ul> <p>They should <b>not</b>:</p> <ul style="list-style-type: none"> <li>▶ choose a fictional character (but could research the actor that played them)</li> <li>▶ only comment on the art work made by the artist/craftsperson. Commentary <b>must</b> also include what they have learnt about their arts career and work</li> </ul> <p><b>Presenting research</b></p> <p><b>This could include:</b></p> <ul style="list-style-type: none"> <li>▶ presenting their research through a collage, notes, presentation, time-line of achievements, annotated internet print outs, recorded discussion, or art work in response, to name just a few.</li> <li>▶ it must include a personal response to what they have found out including: <ul style="list-style-type: none"> <li>▶ why they chose their individual artist/craftsperson or group</li> <li>▶ what they learnt from the research</li> </ul> </li> </ul>	

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<p><b>Part D: Arts skills share - passing on arts skills to others</b></p> <p>Young people make a plan to pass on their arts skills to others and then deliver their plan through leading a short workshop or presentation that includes an explanation of their arts skills. They review how well they passed on their arts skills.</p>	<ul style="list-style-type: none"> <li>▶ an explanation of their arts skills share activity, why they chose it, and the plans they've made</li> <li>▶ evidence of the activity and how they passed on their arts skills to others</li> <li>▶ reflection on how well they passed on their arts skills</li> </ul>	<p><b>What will they do?</b></p> <p>This part is about <b>passing on arts skills to others</b>. This may include presenting your arts skills to others through a demonstration or presentation of your skills including a question and answer session, discussion or practical activity.</p> <p><b>Planning the arts skills share</b></p> <p><b>This could include:</b></p> <ul style="list-style-type: none"> <li>▶ a description of what arts skill they are going to pass on and how they will do it</li> <li>▶ why they have chosen this arts skill to share</li> <li>▶ what resources or support they will need</li> <li>▶ who they will be sharing their arts skills with</li> <li>▶ how they will evidence the activity</li> <li>▶ how they will reflect on the activity</li> </ul> <p><b>Doing the arts skills share</b></p> <p><b>This could include:</b></p> <ul style="list-style-type: none"> <li>▶ photos, filming, audio or art work to demonstrate the activity happening</li> <li>▶ commentary on any documentary evidence of what is happening, eg captions on photos</li> </ul> <p><b>Reviewing the arts skills share</b></p> <p><b>This could include:</b></p> <ul style="list-style-type: none"> <li>▶ what went well/didn't go well</li> <li>▶ what they enjoyed</li> <li>▶ what they learnt</li> <li>▶ what they found difficult</li> <li>▶ what they would do differently if they did it again</li> <li>▶ if they needed to change from their original plan and why</li> <li>▶ how they would like to develop their arts skills further</li> </ul>	