



## Trinity College Arts Award Bronze with Time 2 Shine Drama



### Information for parents/carers



#### Why Arts Award?

Arts Award supports young people to develop as artists and arts leaders. Four qualifications are on offer along with an introductory level. The five levels are Arts Award Discover and Arts Award Explore, which are designed for ages 5 plus, and Bronze, Silver and Gold Arts Award for ages 11 to 25.

At all levels, Arts Award:

- develops creativity, leadership and communication skills and builds self-confidence
- takes a flexible portfolio-based approach and assesses personal creative development
- helps young people prepare for further education and employment by teaching them to work independently

#### Why choose Arts Award?

Your child has been selected to complete this qualification as Ellie and the team believe they have shown passion and commitment to the industry and Time 2 Shine. We believe they have the talent to achieve this qualification and believe it will help them to develop a range of skills such as time management, leadership, creativity and money management and also help them in the future by giving them a nationally recognised qualification.

Arts Award is an award where creativity is encouraged. The portfolios are nothing to worry about as your child has complete creative licence on how they would like to present their portfolio. It can be via the academic route of demonstrating their progress through words or they can be more creative and display it using video diary entries, blogs, voice notes or a combination of them all.

#### What level should my child be working at?

As with everything with Time 2 Shine we pride ourselves on inclusivity and a lot of our decisions are based on ability rather than age. However, as per the arts award advice we would advise on the following ages being appropriate. We would not offer a Gold arts award to anyone under the age of 16 due to the responsibility and demands of the qualification.

Arts Award level	Qualification information	Suggested age range	Links to Gatsby Benchmarks
Arts Award Discover	Introductory certificate	Designed for ages 5-9, open to anyone aged up to 25	Gatsby Benchmark 3, 4, 5
Arts Award Explore	Entry Level Award in the Arts (Entry 3)	Designed for ages 7-11, open to anyone aged up to 25	Gatsby Benchmark 3, 4, 5, 6
Bronze Arts Award	Level 1 Award in the Arts Same level as GCSE grades 1-4	Designed for ages 11-14, open to anyone aged 11-25	Gatsby Benchmark 1, 3, 4, 5, 6
Silver Arts Award	Level 2 Award in the Arts Same level as GCSE grades 5-9	Designed for ages 14-16, open to anyone aged 11-25	Gatsby Benchmark 1, 2, 3, 4, 5, 6, 7, 8
Gold Arts Award	Level 3 Award in the Arts 16 UCAS points	Designed for ages 16+, open to anyone aged 11-25	Gatsby Benchmark 1, 2, 3, 4, 5, 6, 8

## How will my child achieve the award?

As an arts awards advisor, Ellie will be able to guide your child through each stage and will ensure the portfolios are at a pass rate before putting them in for moderation. For Bronze, she will offer extra support sessions to those that need it and for Silver and Gold Ellie will have planning and organisation meetings with the candidates about what stage they are at and what they need to do at each stage.

Each child will be given a folder that will contain supportive resources where they can develop organisational skills by managing their evidence for their portfolio. As mentioned previously this can be presented in a variety of formats. We have outlined the details of the course below and the information is a combination of resources from the Trinity College website as well as personalised ones created by Time 2 Shine.



Here is a link for the Trinity College Arts Award website if you would like to look at anything in more detail:

<https://www.trinitycollege.com/qualifications/arts-award>

## Bronze Arts Award Outline:

The Bronze award is divided into four parts, across the four different areas, your child will explore the arts as a participant and as audience member by being given the opportunity to see a range of theatre productions both online and live theatre performances where they will evaluate the performance skills and techniques they have watched.

They will also develop research techniques by exploring someone they are inspired by who is already in the industry. They will then present their findings in a variety of different ways.

Sharing ideas is crucial within the performance world and Ellie and the team highly encourage the use of sharing skills with each other so within Bronze arts award your child will also develop their own skills within the performance world but also their ability to teach something to someone else. This encourages them to develop leadership and mutual respect for the other people in the group, a crucial part of being involved in the performing arts industry regardless of role.

## BRONZE - PART A



## BRONZE - PART B

What young people should do	Evidence required	What to look for in portfolios
<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 did 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 they attended. If none of these are possible, a description of what they experienced, where they were and the date it was experienced can be included.</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> <li>▶ What the venue was like (eg toilets, seats)</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>

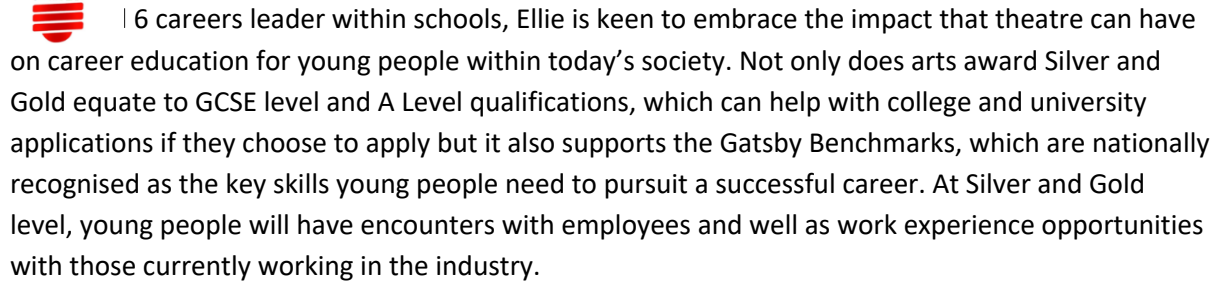
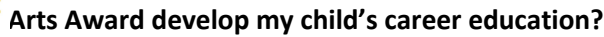
## BRONZE - PART C

What young people should do	Evidence required	What to look for in portfolios
<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 they could research the actor that played them)</li> <li>▶ Only comment on the art work made by the artist/craftsperson, or describe their personal lives – 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, timeline of achievements, annotated internet print outs, recorded discussion, or art work in response</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>

## BRONZE - PART D

What young people should do	Evidence required	What to look for in portfolios
<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 their arts skills to others through a demonstration or presentation of their skills including a question and answer session, discussion or delivering a practical arts activity where the participants get to try out the skills for themselves. Ensure any activity has the chance for participants to make creative decisions.</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>





## The Gatsby Benchmarks and Arts Award

## Linking early careers education to Arts Award

Achieving Arts Award not only enables young people to gain a wide range of employability skills, it also provides them with tangible, real life examples of projects they have planned, led and evaluated. It provides them with opportunities to learn about enterprise, prove that they have customer focus and marketing skills as well as a chance to show numeracy and IT skills that they can talk confidently about when they come face to face with a potential employer. Take a look at our **employability mapping resource for the Silver and Gold levels** of Arts Award for further information.

## How will they complete it?

Your child already attends Time 2 Shine either as a member or volunteer so Ellie and the team would like to offer this qualification to your child to recognise their talent and abilities as well as giving them something valuable to prepare them for the future with a nationally recognised qualification.

They will be completing this during their time with the session they attend with Time 2 Shine but there will be an expectation that some of the work will be completed at home. Ellie will be on hand to offer support and depending on the level will be offering extra sessions for support.

## How does it work?

- ▶ Anyone aged 25 and under can work towards an award in any area of the arts. Young people can start at any Arts Award level, or working through all five
- ▶ Young people can create or perform their own work, or develop their skills in essential roles like marketing or stage management
- ▶ As they work towards Arts Award, young people create an arts log or portfolio by collecting evidence of what they have done and reflecting on their experiences
- ▶ Young people work towards their award at an Arts Award centre. This could be an art gallery, theatre, museum, library, school, college, young club or an arts and cultural organisation
- ▶ Trained Arts Award advisers support young people to achieve their goals and assess their progress via their portfolio. A trained moderator then validates this assessment.
- ▶ Young people who achieve the award receive a certificate from Trinity College London. There are also 16 UCAS points attached to the highest level

## What do other parents and young people think about Arts Award?

Ellie has been a strong believer on the impact that the performing arts industry can offer and your child has been selected because her and team believe this is a good qualification for them to complete and they believe that they will be successful in it.

Here are some reviews from young people and parents from Trinity Arts College London about Arts Award.

### What young people and their parents say

*'Arts Award has given me the confidence to lead a project and the chance to reach for my dreams. It's brilliant to be part of such an inspiring scheme.'*

and Specialist Arts College

*'I liked that we chose what we wanted to do for Arts Award instead of being told what to do. I especially enjoyed improvising and adding to our ideas to make something that we all felt really proud of.'*

Molly, age 9, Arts Award achiever

*'My daughter has really enjoyed completing Arts Award Explore. She has learnt an enormous amount and gained immeasurable confidence in her creativity and ability. I really hope that she will complete Bronze Arts Award as I believe it will enrich her experience of the arts, encourage her to learn new skills, continue to improve her confidence and supplement her school art lessons.'*

Stephanie Bird, parent

## How you can help

- Help to find a centre or adviser - begin your search at [artsaward.org.uk/map](https://artsaward.org.uk/map)
- Go with your child to arts events and get involved with their arts learning
- Find local offers on [artsaward.org.uk/supporter](https://artsaward.org.uk/supporter)
- Encourage teenagers to check out Arts Award's online magazine: [artsawardvoice.com](https://artsawardvoice.com)
- Celebrate their achievements

## How can you help?

Ensure that you communicate with Ellie and ask for any extra support if your child is struggling or you think they can't meet a deadline that has been set during support conversations. It is a very flexible qualification and for Bronze, as long as they have spent roughly around 40 hours of guided learning hours and 20 hours of independent learning.

The independent learning mostly involves researching or practising skills, Ellie will not be setting unrealistic or unmanageable work home with your child.

## How much does it cost?

In recognition for your child's commitment to Time 2 Shine Ellie and the team will not be charging for any of the teaching costs or support sessions but there is a moderation cost. I have attached the costing below. The Bronze Award moderation costs £24.50 and this will be payable to Time 2 Shine at the time of your child's moderation.

### Certification and moderation costs per person

Discover	£4.00
Explore	£13.75
Bronze	£24.50
Silver	£30.00
Gold	£45.00