



## *Arts Award Takeover!*

### **For Bronze Level P7**

Bronze is an accredited qualification with external moderation. A moderator will come and visit the school. S/he will want to speak to the Arts Award Adviser (either Sarah or the P7 teacher or both), 25% of the class and see all the portfolios. We will also complete an assessment form for each learner (completed by the Takeover Team with a little teacher support). Certificates are then issued a few weeks after this process.

#### **Glossary:**

Evidencing – This means capturing what the child has done in some way. It could be writing but could also be drawing, photos, sound clips, a film or some other creative way of doing it.

Log Book – these are the Arts Award booklets that each learner will need to fill in to achieve their award.

Artwork – this could be any art form. A piece of music, a drama scene, a sculpture, graphic design, a circus performance, a beautifully decorated cake. Anything!

Artist – anyone who helps make a creative thing happen. Could be an actor, a musician, a dancer, a visual artist, a games designer or could also be behind the scenes roles like stage manager or arts administrator.

#### **Schedule**

Throughout the week the learners will experience a mix of hands on workshops with artists, watch a performance, take part in a Takeover kick off assembly and a final celebration. Complimenting these activities is class room time, led by the class' teacher. This time is detailed in the lesson plans below. (NB: Full timetable is a separate document).

#### **Bronze Arts Award:**

##### **Part A: Take Part as a participant**

Learners take part in at least one arts activity and reflect on what skills they developed in doing so.

##### **Part B: Take Part as an audience member**

Learners experience an arts event, review this and share their review with others

### **Part C: Arts Inspiration**

Learners identify an artist who inspires them and researches their life and work

### **Part D: Arts Skill Share**

Learners reflect on their own creative skills and pass on of these on to others, reflecting afterwards on how it went

## **Lesson Plan 1 PART C Arts Inspiration**

**Aim:** Learners each identify an artist who inspires them and records this.

**What:** Perhaps starting this element before Takeover week, each learner needs to think of an artist who inspires them. They don't need to be professional or a famous artist. They need to research the **WORK** and **LIFE** of the artist they've chosen and then evidence their research a summary what they have found out, what they've learnt and why they chose that person in their log book.

**How:** This could be a homework exercise – researching online etc. it's perhaps more powerful for the learner to choose someone they know, so they could speak to that person as part of their research, but this isn't essential.

## **Lesson Plan 2 PART A Explore the arts as a participant**

**Aim:** To take part in an arts activity & reflect on how they developed, what they enjoyed.

**What:** They will take part in 2 artist workshops in the Takeover week. After each workshop, the learners need to think about what they learnt, how their skills improved, what they enjoyed and how they developed as a result of taking part. All this then needs to be evidenced in their log book.

**How:** Take part in each workshop and then have a group discussion, everyone sharing what they thought about it. Then recording all that – perhaps as a comic strip? As voice recording – interviewing each other in pairs?

## **Lesson Plan 3 PART B Exploring the arts as an audience member**

**Aim:** watch a performance, review the performance and share that review with others.

**What:** All watch the same performance and then come up with a review – could be spoken, written, acted out, conveyed through mime, anything! That review then needs to be shared with others.

**How:** For this part, the evidence needed is – evidence of watching the performance and evidence of how and when the review was shared with others.

## **Lesson Plan 4 PART D Arts Skill Share**

**Aim:** This part aims to give the learners a chance to lead and design their own activity to help others increase their skills.

**What:** Each learner needs to think of a creative skill they can pass on to others. It could be teaching others a drama game. It could be one to one guitar tuition. It could be teaching a large group how to create an origami fortune teller. As with all aspects of Arts Award, it's incredibly open and flexible on how it could be done.

**How:** It is a great opportunity for the individual to reflect on what skills they have and what they could share with others. Obviously this would be harder for some learners than others, so some time would be needed discussing and planning to support everyone. Once decided, each learner then needs to plan their session (the session doesn't need to last more than a few minutes), thinking about what they need to achieve from it. We then work out a plan of how they all share and then each learner needs to reflect on how it went, evidencing it all in their log book.

## **Experiences & Outcomes:**

### Expressive Arts

Participation in performances & presentations EXA 2-01a PART B & PART D

Arts & Design EXA 2-02a, EXA 2-03a, EXA 2-04a, EXA 2-05a, EXA 2-06a & EXA 2-06a through creation of portfolio and digital evidencing throughout the week

Drama EXA 2-13a & EXA 2-15a relates to PART D

Music EXA 2-16a, EXA 2-18a relates to PART A

### Technologies

Technological developments in society TCH 2-01a for the whole Takeover

ICT to enhance learning TCH 2-04a, TCH 2-04b

### Health & Wellbeing

Mental & Emotional Wellbeing HWB 2-04a through planning & delivery of PART D and discussion in PART B

Social Wellbeing HWB 2-11a, 2-12a & 2-13a also through planning & delivery of PART D

Planning for choices and changes HWB 2-19a – relates to all parts and whole Takeover week

### Literacy

Listening & Talking LIT 2-02a – PART B, PART C and PART D

LIT 2-06a & LIT 2-09a, LIT 2-10a – PART D