

Arts Award levels at a glance



This resource is designed to help first-time advisers judge which level of Arts Award is suitable for the young people taking part, and is not a substitute for adviser training. All assessments of young people's work should be made using your adviser toolkit. For further information on each level, please refer to the qualification specifications.

Discover	Explore	Bronze	Silver	Gold
Introductory	Entry Level (Entry 3)	Level 1	Level 2	Level 3
<p>Young people identify that a range of art forms make up the arts, take part in different arts activities, find out about artists and their work and share their arts discoveries with others.</p>	<p>Young people take part in different arts activities and record what inspires them, experience the work of artists and arts organisations, create art work and present their exploration to others.</p>	<p>Young people take part in arts activities, experience the arts as audience members.</p> <p>They research the work of an artist/craftsperson who inspires them and develop their leadership skills through passing on arts skills to others.</p>	<p>Young people explore opportunities to extend their own knowledge of, and interests in, the arts and develop their art form skills through planning, implementing and reviewing a personal arts challenge appropriate to their ability and understanding.</p> <p>They review arts events and find out more about the arts through meeting and working with arts practitioners, researching arts organisations and exploring future education and career pathways. They reflect on what they have learnt and how this may influence their future choices.</p> <p>They also work under professional supervision to develop specific personalised leadership skills through taking the lead in planning, delivering and reviewing an arts project.</p>	<p>Young people work as artists, extending and broadening their arts activity, developing their own art form or arts practice and gaining experience of an art form, genre or practice that is new to them. They produce new work in their main art form that either integrates, or is influenced by, the new art form, genre or practice. They learn how their practice relates to the arts sector as a whole, by working with professional artists and arts organisations through accessing training opportunities, volunteering or work placements. They research artists' work and attend and review arts events.</p> <p>They investigate an issue within the arts and form and communicate a personal view on it.</p> <p>They also develop leadership skills and their understanding of what being an effective leader involves, through being responsible for the planning, organisation, promotion, delivery and review of a project for a public audience.</p>

What's involved in each level?

Please note: evidence for all levels of Arts Award can be gathered and communicated in any format. This may include signing; using visual or audio cues such as pointing or facial expressions; and audio or video recording.

Each level will be suited for young people who are capable of engaging with the following activities:

Discover	Explore	Bronze	Silver	Gold
Introductory	Entry Level	Level 1	Level 2	Level 3
<p>Identify different art forms. Have a basic understanding of what an artist does. Take part in structured arts activities. Share basic information with others in any format (see above). Make simple choices. <i>eg There are lots of art forms like painting and singing.</i></p>	<p>(Entry 3) Understand that a range of art forms exist. Understand what an artist/arts organisation is and what work they do. Take part in different arts activities and begin to make their own creative choices. Communicate their favourite part and basic thoughts about what they have done. <i>eg I enjoyed painting because I like using colour.</i></p>	<p>Have a basic understanding of the range of skills needed for an art form, and know simple art form appropriate language eg costume, character (this language can be communicated in any format - see above). Identify and find out about an artist that inspires them. Think about their own creative development, identifying their art form skills and how these have improved. Explain their choices in any format (see above). Think about how activities have gone and express their feelings. Share an arts skill with others. Reflect on their experiences. Communicate simply about the creative impact of art works. <i>eg I enjoyed watching Romeo and Juliet. The sets added to the atmosphere, and the actors were good at projecting their voices</i> Create a basic activity plan, and comment on the activity's success.</p>	<p>Broaden their knowledge of the wider arts world and relate artists' work to their own practice. Begin to see themselves as an artist and make choices about how to develop their arts skills. Reflect on strengths and weaknesses within an art form and actively work to develop their skills. Take responsibility for solving problems. Share information effectively with different audiences, using art form appropriate language. Draw on different sources and select details relevant to their work and development. Summarise their learning. Work alongside other people. <i>eg I've done a bit of leading before. I participated in workshops with a theatre company, assisting the director with warm-ups. I've also attended a leadership workshop where I learnt about various techniques on including everyone. But I'm still inexperienced and nervous about leading workshops.</i> Make straightforward plans and work towards completing their own objectives. Record progress against stated aims, supported by an adviser where necessary. Reflect on how successfully they implemented their plan.</p>	<p>Direct their own creative development, making independent decisions about art practice. Conduct research into the career or study opportunities available to them, and form their own opinion on arts issues. Independently seek out more experienced practitioners to work with. Develop new skills and choose how to apply them to create a new art work. Use a range of methods to grow as an artist and review progress to adapt their approach as needed. Convey complex ideas to a range of people, including when in a leadership role, and encourage others to engage in communication. Form their own views, based on a wide range of sources, presenting and summarising these in a persuasive way. <i>eg I took part in a drama workshop in connection with Arthur Miller's play 'A View from the Bridge'. During this, we explored key themes in the play such as status, respect and reputation. Understanding these consolidated our knowledge of crucial themes of the tragedy.</i> Independently make detailed plans that anticipate potential challenges and ways to manage these. Reflect on their plans and use experience to guide future work. Plan potential routes into arts careers or education.</p>