

Arts Award in Museums



Effective Museums 2011-12

What is Arts Award?

- Arts Award offers a framework for arts activities and projects, as well as providing motivation and recognition for young people's achievements
- Arts Award has five levels, four of which (Explore, Bronze, Silver and Gold) are accredited qualifications on the Qualifications and Credit Framework (QCF). Discover is an introductory level.
- Arts Award assesses how young people develop in their chosen arts activities. Young people can gain awards through work in any art form.
- Young people aged 7–25 can take part. Bronze, Silver and Gold are only open to the 11+ age range
- A trained professional called an Arts Award adviser supports children and young people and then assesses their progress
- A trained Arts Award moderator checks the adviser's assessment for the accredited levels
- Young people gather evidence of their creative and skills development which they present as an arts log or portfolio in any format

For further information go to: www.artsaward.org.uk

The Arts Award in Museums Programme



Aim: to explore the delivery of Arts Award in a museum setting

The process:

- 5 museums took part
- First workshop - 10 people were trained to be Arts Award Advisers
- Second workshop – museums developed their ideas for pilot projects
- Museums recruited young people, delivered their pilot projects and evaluated them
- Museums had a small grant of £50 per young person to cover essential costs
- The young people's work was externally moderated – 73 young people (100%) gained a Bronze Arts Award
- Third workshop – museums reviewed the programme and shared their experiences.

Bronze Arts Award

All young people involved in the programme worked towards a Bronze Arts Award.

There are four strands of work:

- **enjoying the arts:** take part in an arts activity choose anything from sculpture to fashion to music production and record your progress
- **go to an arts event:** record your views, collect programmes and other information and share your thoughts with others
- **arts heroes and heroines:** which artist or arts practitioner inspires you? Research the story of his or her life and work
- **arts skills share:** share your arts skills by helping to run a workshop, or by giving a demonstration and explanation of your skills to others.

The pilot projects

For detailed case studies go to www.sharemuseumseast.org.uk >Resources

Ancient House Museum of Thetford Life Norfolk Museums Service



Three programmes:

- **Young Volunteers:** young people worked with museum staff to plan and deliver two 'Night at the Museum' events
- **Teenage History Club:** a film making project exploring the story of Doctor Minns, Britain's first black mayor
- **Bronze Award in a week:** home educated young people explored and reviewed the museum displays.

14 young people aged between 12 and 19 took part.



Dacroum Heritage Trust



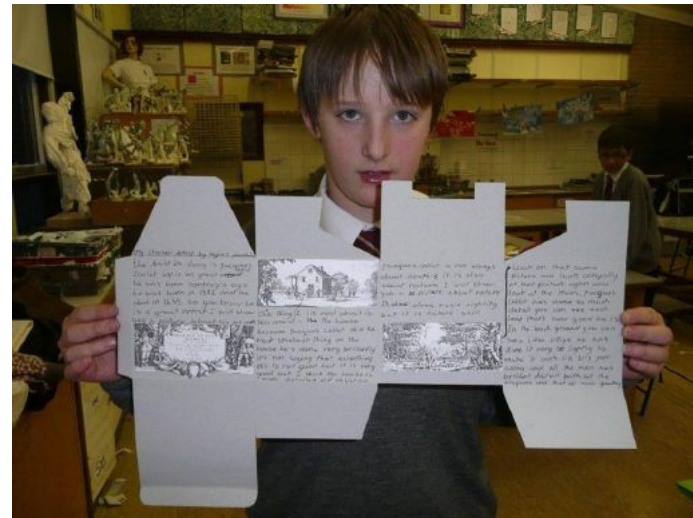
The life of Ophelia:

a film-making project exploring Roman links to the area with each participant adopting a different role in the process.

- Started with an object handling session in the Museum Store to help generate ideas
- Young people worked on their film and portfolios during school/university holidays and will be returning this summer to complete the project for moderation in August 2012.
- 4 young people were involved aged 17,21,22 and 23

The Higgins Art Gallery & Museum, Bedford

- **Medieval Manga:** after-school club, 10-week programme learning and retelling the story of The Great Siege of Bedford Castle
- **SAW Arts Award:** delivered through existing Saturday Archaeology Workshops (SAW) project
- 19 young people aged 10 to 14 took part
- Young people used cubes to record information about themselves and their 'arts hero' (see photos)



Fitzwilliam Museum



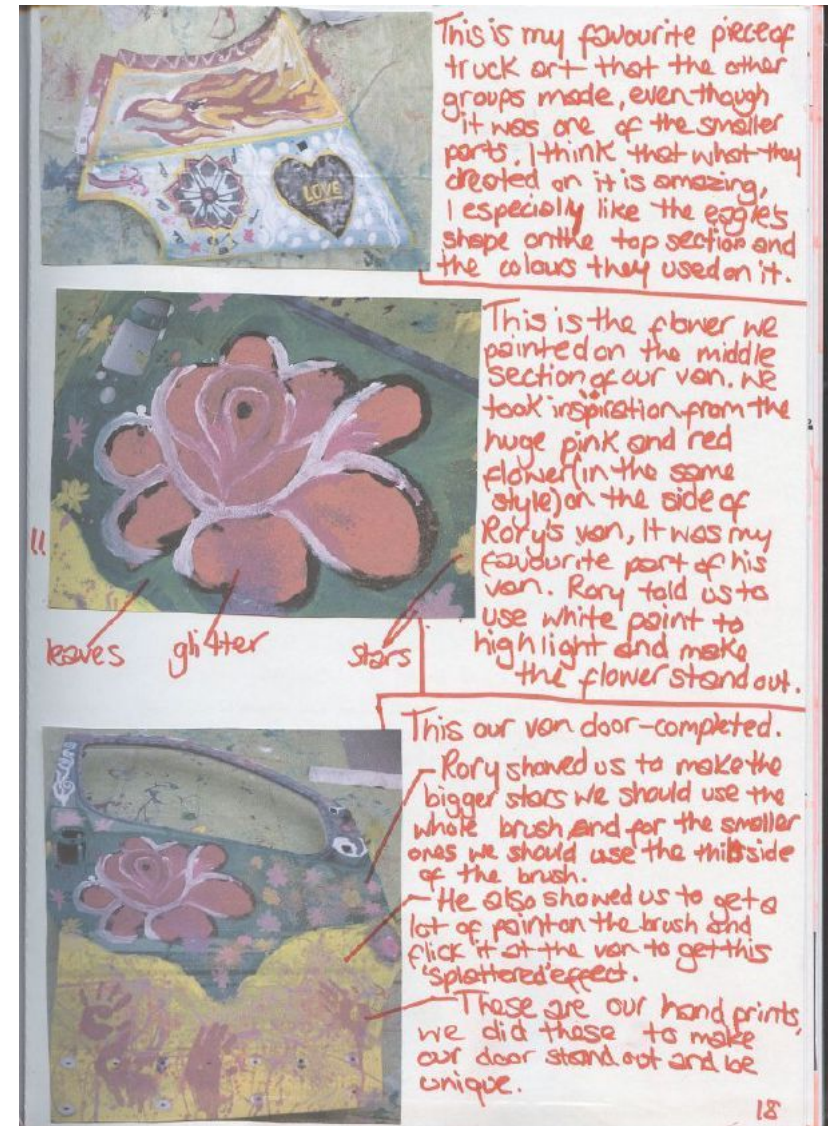
University of Cambridge

Soham Village College Bronze Arts Award:

- focussed on a Vermeer exhibition which the young people visited, reviewed and contrasted with other Dutch art from the same period in the museum collection
- Students designed their own museum and recorded their experiences, photographs and art work in a sketch book and on a www.wordpress.com blog
- They ran a family activity during half term making origami paper boats with over 100 family visitors
- 13 year 8 pupils from Soham Village College in Rural East Cambridgeshire took part, all vulnerable young people with a range of SEN (Special Education Needs).

Luton Cultural Services Trust

- **The Art of Storytelling:** dance, drumming, truck art workshops, talks from staff about their career paths
- 15 Year 9 students from two Luton High Schools took part
- The programme was delivered across the trust including museums, libraries and arts
- Students recorded their learning for their portfolio (see left).



What did we learn?

Benefits for young people

- Increased confidence and self-esteem – felt opinions and work were valued
- Sense of achievement – and an appreciation of the achievements of others
- Opportunity to engage with new experiences and learn new skills – and develop existing interests
- Better able to reflect on their experiences and articulate ideas
- Group working and the development of social skills
- Recognised qualification

Benefits for museums



- Meaningful way to engage young people with museums
- Deeper, more sustained relationships with young people – and their families
- Opportunities to work with local schools
- Added value to existing programmes
- A simple comparatively cheap form of accreditation
- Meeting local authority objectives, Arts Council objectives and the Henley Cultural Education Review

Tips for running Arts Award

- Visit another museum or gallery that is already offering Arts Award and see how they have put it into action
- Make sure that all young people, parents/carers, staff, volunteers and partners are fully briefed about Arts Award and what it entails
- Arts Award requires a lot of self-motivation – check that young people have **chosen** to take part
- Give yourself plenty of time to plan and to recruit young people - working with existing programmes and groups enables you to plan more fully in advance which takes some of the pressure off during the delivery
- Recruit a couple of volunteers to support you regularly so they get to know the group too

Tips (continued)

- Get to know the young people and their level of skill so that you can support them to develop their portfolio in an achievable format
- Allow plenty of time and staff capacity for activities, especially for the portfolio support and preparation for moderation, but keep the momentum going for young people
- Plan how you and the young people will gather and record evidence, for portfolios and moderation, as part of the programme – if this is new you may want to seek advice from an experienced teacher
- Young people may need support to understand concepts such as ‘hero’ and to develop research skills so allow for this in your planning
- Create simple pro-formas for children to use to engage in self-evaluation and generate evidence of both what they plan to do and what they have achieved.

Tips (continued)

- Check your safeguarding measures for working with young people
- Plan some team building activities for groups that don't know each other
- If you are working offsite eg in school – check that there is a suitable, available space and any rules that apply
- Make sure you can contact young people and their parents/carers or teachers if you need to
- Book the dates for moderation and celebration dates in advance and check that young people can attend.

This programme was part of the East of England museum development programme for 2011-12, 'Effective Museums', which was funded by Renaissance and managed by Norfolk Museums & Archaeology Service.