

Arts Award

Learning Resources

**choosing an approach
for your museum**

**Arts Award:
Museums engaging
Schools**

**A New Direction
2018**

**A NEW
DIRECTION**
We create **opportunity**

A case study guide created in consultation with:

**Bruce Castle Museum
Garden Museum
Headstone Manor & Museum
Jewish Museum
Lauderdale House
Valence House Museum**

Who have

- made their own
- used one made earlier
- or something in-between...

Content

Five factors to help you choose whether to design a resource or use one 'off the shelf'

Five tips to help you 'make your own'

Five tips to help you 'get the most from' the AND 'off the shelf' Discover resource

Five case studies to illustrate 'resources in action'

Five factors

Your Arts Award Resource factors to help you choose whether to:
make your own
use one that's
been made earlier
or make
something in-between!

- 1. Planning**
- 2. Collections**
- 3. Quality**
- 4. Targets**
- 5. Cost**

I. Planning

Creating or adapting a resource gives you & those you're working with the chance to 'get to grips' with Arts Award criteria.
A pre-designed resource means the thinking has been done for you!

Putting time in at the planning stage 'should' mean that less time is needed for assessment; if right for you it can also mean less time in delivery & less resourcing.

Working with partners to either design a resource or plan for its use is critical to ensuring you avoid moderation day panic; with evidencing plans being clear, embeded & shared.

A well designed resource helps you to track progress; making your role more effective & saving you time!

Questions

How much capacity do you have for Arts Award activity, do you have time in your schedule to plan ahead - alone / or with others?

Who will be delivering the Arts Award activity, which aspects need to be water-tight?

What opportunities for evidencing already exist? If new ones are needed can they be embeded?

If working in partnership; who will be the Centre, is the assessment & moderation shared, what will be most efficient?

2. Collections

Using a trail to support engagement is a frequent 'go-to' for museums; a resource can effectively fulfil this role.

Material created with or informed by collection specialists can enhance authenticity; your organisation's understanding of younger audiences can be enhanced too!

Museum interpretation isn't always as accessible as we'd like ... a resource can contain audience appropriate materials.

Collection items that contain contestable, challenging or complex narratives benefit from additional material; a resource can highlight themes, provide information & suggest activity.

Questions

Will you be employing the Arts Award with temporary or permanent exhibitions?

Will groups need to move around the museum; are journeys 'doable', how long are they, what's on the way, are there any pinch-points?

Can a template design have added material to open-up usages? How much & how helpful is the interpretation in your museum?

Do you have collection items with narratives & themes that audiences could find out & explore further if supported?

3. Quality

Good design speaks volumes; your museum is all about its audiences & values what the Arts Award offers to them!

A well-designed resource can increase confidence to take part & complete an Arts Award.

Museum visits & learning can be kept alive through souvenirs; a resource that is kept with pride is a souvenir from your museum.

The Arts Award is managed by Trinity, an international arts education brand; branding can communicate quality.

Printed resources or digital downloads... when choosing how to allocate your spend, considering what will work best for your audiences & for you is key.

Questions

How much can you or do you want to invest in a resource – what shelf life will it have?

How important is it that the resource is part of your museums brand & or that of other organisations?

How many resources will you be aiming to provide, is this best done through print or a pdf?

Will you be looking to sell the resource – if so who are your audiences & what will appeal to them?

4. Targets

A resource can provide groups with structure for independent / or partially independent (self-led) activity when visiting your museum.

Confidence for leaders, in bringing groups to your museum, can be enhanced by a resource; peer networks will spread the word, your museum will become theirs!

A resource can allow leaders to tailor a visit to their group; this can help with inclusivity & your audience diversify.

Group sizes can be increased through independent learning; repeat visits can also be part of the plan!

Family/ intergenerational audiences can enjoy the same resource; can one size fit both?

Questions

Do you need to increase capacity with limited resources?

Can group leaders prepare for a visit online & tailor their visit?

Are the groups you work with confident to visit & lead a session? (with the resource) if not, how could they be?

Could a resource help you reach new audiences, are there groups who don't attend due to specific needs, could a resource help?

Is your museum a family friendly place? What in your offer be improved / extended through a self guided resource?

5. Cost

There is no avoiding it the Arts Award costs! meeting these means deciding what's right for your audiences? For example could visitors 'buy one & give one' i.e. those who can, fund those who cant?

Planning & designing a bespoke resource & the evidence collection & assessment involved in delivery all have a time cost; looking at approaches taken others & seeking advice can make savings.

Designing & printing a bespoke resource needs investment; this type of funding/ opportunity is often a one-off; maximise it!

Once in place, a resource can give you a sustainable, low overheads offer; its all about investment upfront.

Questions

Where in your programme does Arts Award sit, is it for project activity, regular visits or designed for specific groups?

Can a resource or an aspect of it, be re-purposed, for example as a worksheet for a general visit?

Can others help in the resource planning & design e.g. a freelance team member or volunteer?

How many printed resources do you need? What is the intended shelf life & what will your audiences pay for / see as valuable?

Five tips... to make your own Discover resource

1. **Instructions:** there is a fine line between too much information & the information that's actually needed - make sure you don't 'cross it' - test it!
2. **Design:** the resource needs to be clear & attractive, fussy pages can be confusing & restrain evidencing - boxes & dotted lines are top culprits here!
3. **Evidence:** this can be drawn, photographed, recorded, annotated & beyond! using a variety of these & embedding them is key to success.
4. **Collections:** fact sheets are a real bonus for group leaders creating the conditions to work in your museum independently - free yourself from the limitations of the interpretation panel!
5. **Assessment:** a front page that can be personalised, with the details you need for assessment, is a win for you & the participants!

Five tips... for using the AND Discover Resource

1. **Confidence:** the AND Discover Resource was created in consultation with museums & Arts Award specialists – the thinking has been done for you! What's needs to be done to achieve the award is what's asked for here – no more / no less.
2. **Collections:** invest time mapping exhibitions or collection items to the resource before groups use it; let group leaders know where best to use the resource & provide additional fact sheets if needed.
3. **Curriculum:** is the resource going to directly support the curriculum or is it added value? with the format being generic you have the flexibility to do both!
4. **Promotion:** as an AND resource you can make the most of being part of the Museums Group to advertise on [AND Together](#) – the one stop information resource for schools.
5. **Assessment:** again the thinking has been done for you – the design of the front page of the resource allows for personalization & gives you all the information you need for administration.

Museum case studies

- **Lauderdale House** created their own Discover resource & piloted it with a local school with whom they had an established relationship. The resource they created supports group visits to the house & garden with activities that can be guided by the teachers / group leaders & supported by Lauderdale's volunteer team. Following on from their pilot of the new resource the school & Lauderdale are working together to raise the profile of the Award in school to help build further audiences & continue their arts award work together.
- **Jewish Museum** used the AND Discover resource which as a generic tool led them to start their process with an audit across their collection identifying where & how children & young people could undertake the Award. The material they produced as a result was relevant to the Award & gave them a great resource that is now one of the most widely used in their Key Stage 2 programme.
- **Bruce Castle** initially created their own resource & then went on to use AND's - getting the timing as succinct as possible for delivery has been critical, the AND resource was able to help here with the data collection sections on the front page streamlining the administration process.

I. Planning

Museum case studies

- **Headstone Manor & Museum** had the opportunity to refresh their learning programme after a four year period of extensive restoration & the redesign of exhibitions & interpretation materials. The dynamic of working in parallel with exhibition teams i.e. creating education materials whilst exhibitions are being finalised, is a familiar one for museum educators. The flexibility of the Arts Award structure can be very helpful here, at Harrow they used it to frame an activity trail of the site that could be self led or facilitated.
- **Jewish Museum**, the team here are clear that groups visiting the museum are not looking to learn about or necessarily participate in art – however in looking across the collection to see if there was scope to deliver the Award they found that there were opportunities within the collection & that these could be helpful not only in their Arts Award delivery but also in their Key Stage 2 programme.
- **Lauderdale House** used the opportunity to create a resource to bring together the house & garden, architecture, landscape, collections & stories. Designing the resource as an enrichment opportunity has resulted in schools having the chance to have a full, safe & inspiring 'day out' where Lauderdale as a whole can be experienced.

2. Collections

Museum case studies

- **Bruce Castle, Jewish Museum & Valence House** are all funded by the ACE *Museums & Schools* programme. Being an Arts Award Centre & delivering the Award is a criteria against which the museums must report. This is one example of how the Award is employed by strategic bodies as an indicator of the quality & quantity of work with children & young people.
- **Valence House & Eastbury Manor House** are managed by the London Borough of Barking & Dagenham. Valence used the & Arts Award Discover resource to develop a new programme as part of the ACE Museums & Schools programme. Frustratingly uptake of this has been slow & the Awards requirements a challenge to meet in relation to income targets. However, at Eastbury, a local school contacted the team with the ambition of initiating a partnership whereby the Arts Award could be employed across whole year groups (six form entry) to meet their new arts engagement targets!
- **Garden Museum** re-opened in May 2017 after a period of closure & redevelopment . The new learning & gallery spaces have extended opportunities for groups to participate in facilitated & self led activity, at the same time, thus increasing the number of group visits. The Museum has planned for their bespoke Discover resource to support this providing group leaders with activities & background information for independent & or partially supported /facilitated visits.

3. Targets

Museum case studies

- **Garden Museum** has a strong design aesthetic which they were committed to echoing in their Arts Award resource. High on their list of priorities was the ambition to ensure that groups felt well-prepared for & supported when visiting & that the information they needed was clearly & attractively provided. As such the Museum opted to invest funds in the design of the resource, inviting group leaders to download this as a PDF.
- **Lauderdale House** identified that seeding knowledge of the Arts Award in their local schools was important in ensuring that when visiting, teachers / group leaders were prepared & able to maximise the experience, making the experience a great experience one for all. Celebrating students achievements, within school, through displays, assemblies, certificate giving events etc, foregrounding the strong Trinity & Museum brands alongside testing & collaboration are just some of the ingredients for doing this.
- **Valence House Museum** is part of the local authority & as such is closely tied to the ambitions which in relation to Arts Award sit within schools achieving a high Arts Mark status. Schools in turn are likely to see / perceive museums as being part of this if they see the offer as being of a high standard. A well designed & tested resource can be critical to this; the AND Discover resource is able to deliver this & be cost neutral for the museum.

4. Quality

Museum case studies

- **Bruce Castle**, the cost of the administration of the Award can be prohibitive, combine this with staff time for delivery & for some museums, it can start to feel as though Arts Award is undoable! For Bruce Castle the key to addressing this is exploring how they can design the programme to balance the facilitation time needed with the costs that schools are able to meet. Having the AND Discover resource, tested, designed & printed to a high standard has been in helpful in moving this forward.
- **Headstone Manor & Museum** development of a bespoke resource was made possible through external / additional funds that covered the cost of development, testing & production. This investment upfront meant that the team were able to develop & print a high quality activity trail that groups can choose to use to either achieve an Arts Award or simply as an educational resource; thus providing a sliding scale of costs for schools.
- **Valence House** is located at the far end of Barking & Dagenham & doesn't have a tube station nearby. For those museums like Valence, who don't have great public transport links, considering the additional cost of coach travel is key when establishing the cost of their sessions & entry fees; a generic resource, where production costs have been met, can be a great help.

5. Cost