

# Delivering Explore: Music



## Teacher's guide

**This guidance does not replace the adviser toolkit that you receive at training. You should complete Arts Award adviser training before running Arts Award and you should also refer to the relevant section of your toolkit when planning and delivering the award.**

**This resource is designed to be used alongside the Delivering Explore: Music evidence handouts (included in this pack), for children to record their Explore journey.**

### Before the day - planning and preparation

This Explore project outline is designed to fit around music activity you have planned. For example this could be classroom singing, music technology, percussion or First Access sessions. The activity may be led by you, a visiting musician or in a music-making workshop elsewhere.

Children will need access to meet a musician or music teacher who can talk to them about being a musician, or be supported to do some simple research to find out about musicians (for example, using the internet, books, classroom handouts or displays). You could brief the music leader for your planned music activity to explain a little bit about themselves and their work, and answer children's questions.

Children will need to find out about the work of an arts organisation by visiting, hearing about one from someone who works there or doing simple research as described above. This could be your music education hub, a music ensemble, band or venue, or record label.

Your assessment of Arts Award Explore needs to be moderated before certificates can be issued.

**Preparation tip:** We recommend that you book your moderation and provide details of the children taking part at the start of your programme so that children can receive their certificates as soon as possible after they have finished their Explore activities.

[artsaward.org.uk/moderation](https://artsaward.org.uk/moderation)

Recommended resource for finding  
out about musicians:



**BBC Ten Pieces**  
[bbc.co.uk/tenpieces](https://bbc.co.uk/tenpieces)

Recommended resource for finding  
arts organisations in your local area:



**Arts Award supporter**  
[artsawardsupporter.com](https://artsawardsupporter.com)

## Part A: Inspire (Be inspired by music making)

*Over the next few days we are going to take part in different types of music making*



*What did you find inspiring about those music activities?*

Children take part in at least two different types of music making activity. Perhaps one could be singing and the other instrument playing, or they could look at different genres or styles of playing an instrument. They try new things and enjoy 'having a go'.

**Explore evidence:** After each session they complete the **Taking part in music making handout**, documenting themselves taking part in music making, maybe drawing the instrument(s) they used or sticking in photos or writing about it.

Children think about the music activities that they have taken part in and choose the one that they found most inspiring.

**Tip:** Children may not be familiar with the word 'inspire'. Encourage them to think about how the activities made them feel, which ones they found exciting or which activity made them want to do more because they enjoyed it so much.

**Explore evidence:** Children record what they found inspiring using the **Be inspired by music making handout**. They could use smiley faces, symbols or cartoons to record how they felt.

## Part B: Explore (Musicians and music organisations)

Children choose at least one musician and find out more about them. This could be the musicians they have been working with or someone else that they are interested in.

They could find out the instruments they play, the kind of music they make and who they work with and where.

**Explore evidence:** Children draw, write or stick information and/or images about the musician(s) they chose, and what they found out.

Use the **Explore musicians handout**.

Children choose at least one arts/music organisation to find out about. They could do this by visiting a venue or organisation, by talking to people who work there or by using simple research methods.

**Preparation tips:** Ask visiting music leaders to bring information with them about where they work or perform to talk about with the children.

**OR**

Arrange for one of your Part A Inspire sessions to take place at a local organisation where children take part in a workshop (Part A) and spend time finding out about the work of the organisation and what it is like to work there (Part B).

**Explore evidence:** Children draw, write or stick information and/or images about the organisation and what they found out.

Use the **Explore arts organisations handout**.

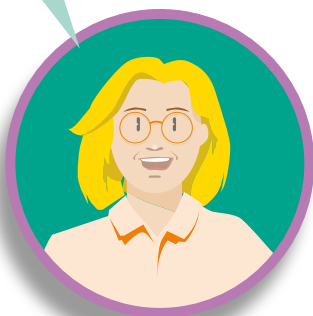
*We are going to find out about musicians and their work*



*Now we are going to learn about where musicians work and about organisations that support music*

## Part C: Create (a finished piece of music)

*Now we are going to learn to play or perform a piece of music*



Children learn to sing or play a song or instrumental composition or they write their own original piece. They can do this on their own, or as part of a class or ensemble. They don't need to perform it to an audience but they do need to show how they learnt it through rehearsals and practicing and show you the finished piece.

**Create evidence:** Children document through photos, writing or other methods how they learnt the music and show the finished piece. Use the **Create handout**.

**Preparation tip:** Take audio and/or visual recording equipment to the lessons. You may like to record the final piece and save it onto a CD or upload it onto a website for others to hear. Write the web address on the evidence handout or attach a CD/data stick to the sheet.

## Part D: Present



*Now we have taken part in different music making activities, found out about musicians and where they work and made a piece of music. What did you enjoy? What new things did you learn?*

*Pairs exercise or small group work*

**Present evidence:** Children write about or draw or stick in images to show the new things that they learnt, what they enjoyed and what they feel proudest of about their Explore experiences. They then show and tell to their partner or group and write down the names of the children they presented their thoughts to. Use the **Present handout**.

**Tip:** Remember to take a camera to the lesson so you can take photographs or film the children doing their presentation.

**Next step:** Use the Explore assessment criteria and copies of the assessment report form to check that children have completed their Explore journey. Complete one form per student. Book your moderation as far in advance as you can, see our website for more information - [artsaward.org.uk/moderation](https://artsaward.org.uk/moderation).

**Certificates will be sent 4 weeks after your successful moderation - Congratulations!**

Arts Award is a range of unique qualifications that supports anyone aged up to 25 to grow as artists and arts leaders, inspiring them to connect with and take part in the wider arts world.

You can find out more, including how to train as an Arts Award adviser at [artsaward.org.uk](https://artsaward.org.uk)

This teacher guide and set of handouts is also available as a free download  
[artsaward.org.uk/adviserhub](https://artsaward.org.uk/adviserhub)

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[artsaward.org.uk/blog](https://artsaward.org.uk/blog)

# Inspire



Your Name: .....

## First activity

## How I took part in music making

## Me doing it

# Inspire



## Second activity

How I took part in music making

Me doing it

# Inspire



More music activities that I have taken part in:

# Inspire



Your Name: .....

The music making activities I took part in:

The one I found most inspiring was...

# Inspire



It made me feel...

I would like to do more...



# Explore



Your Name: .....

Name of musician

What I found out

# Explore



What I liked about their music

Other things I found out about them

# Explore



Your Name: .....

**Name of organisation**

**What I found out**

# Explore



What I like about what they do

Other things I found out about them

# Create



Your Name: .....

**The piece of music I learnt is called**

I wrote it ..... ☐

I played it on an instrument .. ☐

I sang it ..... ☐

I used music technology... ☐

**This is how I learnt to do it**

# Create



**Here is the finished piece of music**

(Stick in your CD/data stick or include a link to where you can find it online)

# Present



Your Name: .....

**What I enjoyed most about my Arts Award Explore**

**Something new that I learnt**

**I am most proud of...**

# Present



Who I presented these thoughts with

Here I am doing my presentation