

# Arts Award Discover Online



# At home



**A NEW  
DIRECTION**  
We create opportunity

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# Introduction

As we face another uncertain time of lockdown and school closures, it is more important than ever for children and young people to develop skills to ease their anxieties, build resilience and concentrate on their wellbeing. It is well documented that the arts support development in all of these areas.

A New Direction has created this Arts Award Discover resource to support children and young people to continue engaging with the arts throughout lockdown.

## What is Arts Award?

Arts Award is a qualification in the arts for anyone under the age of 25 which develops children's creativity and communication and is a nationally recognised set of qualifications run at five levels:

*Discover, Explore, Bronze, Silver and Gold.*

Arts Award provides an opportunity for children and young people to use these experiences (whether online or in person) to explore what interests and engages them, to express themselves and to be publicly validated and celebrated.

## Who is Arts Award Discover for?

Arts Award Discover is an introductory award, open to children and young people aged up to 25. You can complete the accompanying [logbook](#) with any age group.



## What do the children have to do?

The Discover Level of Arts Award is made up of 3 parts – Take part, Find Out and Share.

### Part A: Take Part

Discover the arts around you and take part in different arts activities

### Part B: Find Out

Find out about artists or makers and their work

### Part C: Share

Share your learning, opinions and experiences with others

## How to use this resource

This resource is here to assist you to support the child/children you are working with to complete their Arts Award Discover. It goes hand in hand with the [Discover Logbook](#).

We have broken down each question of the Arts Award Discover logbook, providing you with ideas and prompts to support the child you are working with. You do not need to work through all the suggestions we have given, these are here for if you need inspiration and guidance! Ideas that are in italics are suggestions for extension activities so you can personalise the content to the learner. You can make the project as simple or elaborate as needed to suit the individual children you are working with.

## Certification for Arts Award Discover

In order for the young person/people you are working with to receive a certificate, you either need to be a trained Arts Award Discover Adviser, be working with a freelance Adviser, or working with organisation who has trained Arts Advisers among its staff, in addition to being linked to a registered Arts Award Centre.

To request a certificate once the young people you are working with have completed their log book, you will need to:

- Check the logbook is complete
- Assess the logbook
- Download and complete the [Discover Enrolment Spreadsheet](#)
- Email spreadsheet to [discovernames@trinitycollege.co.uk](mailto:discovernames@trinitycollege.co.uk)

## Can children with SEND achieve Arts Award Discover?

Absolutely! You can work through this logbook with any child. Depending on their individual requirements you might like to adapt the logbook to suit them. If you would like a simple Word document version of the logbook, please contact us:

[schools@anewdirection.org.uk](mailto:schools@anewdirection.org.uk)

## Part A

# The Arts Around us

Part A focuses on the child discovering the arts around them and then taking part in arts activities.

**Q – What art can you discover around your home, school and local area? Circle all the arts you have spotted or tried around your home and local area. Add any extras you discover that aren't listed.**

Encourage the child you are supporting to look closely at their surroundings, to spot creativity in items that are part of their normal everyday life.

### Prompt them with questions such as:

- Look round your home and/or school, can you find pictures on your walls? *How do you think they were created? Are they paintings, drawings, prints etc?*
- Can you find patterned clothes in your wardrobe, these are prints! *Look closely at the patterns and see if you can draw them.*
- Does someone in your home have old CDs, tapes or vinyl, can you find music that you like that you have never heard before? *Who is the artist and what type of music is it? What kind of music do you like? Look at the activities in our '[How to get creative with sound](#)' blog for more sound based activities.*
- Did you watch a film that you really enjoyed? What did you enjoy about it? How did it make you feel? Who did you watch it with? *How was it made, was it an animation/CGI etc? What did you find most interesting about it, the music, the costumes etc? Do you have a favourite scene? What choices do you think the director had to make to create that scene, e.g. about the acting, how people moved and spoke, costumes, scenery, lighting?*
  - » You could also encourage them to see what art they can find in their local area. E.g. painted rainbows in windows, street art, music.



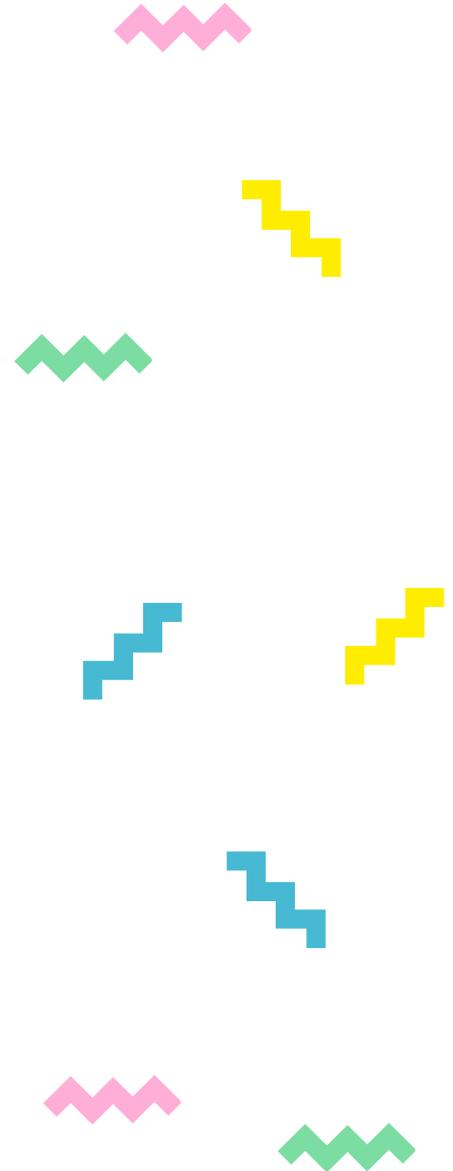
Encourage the child you are supporting to observe their surroundings closely when they are out on their daily walk/exercise. We miss so much when we walk around areas that are familiar to us.

**Prompt them with questions such as...**

- Is there a park you visit with beautiful flowers in it? *Are they planted into patterns, what kinds of colours have been combined?*
- Can you hear someone playing their instrument? Some people have been performing in the street for their neighbours! *What type of music is it? How does it make you feel? Why do you think the performer wanted to play in the street?*
- Is there street art in your area? Perhaps it is amazing graffiti that will last for a long time or chalk drawings on the pavement which will fade quickly. *How does it make you feel? Does it make you curious about anything?*
- Are there painted rainbows, Black Lives Matter protest artworks or other creations in people's windows? Some people have created rainbows with glass paints, Lego and knitting! *Can you see what they've used to make their rainbow? What could you use to make a rainbow? Is there something you feel strongly about that you could make a window placard for? E.g. the environment*

Encourage the child who you are supporting to discover performances that are being shared by cultural organisations online, on the TV and/or radio. Is there a performance they would like to suggest to their teacher for the class to watch together? Are there local organisations who are sharing performances online, who the child could then visit in person when appropriate?

A list of organisations holding virtual tours and events can be found on our online [LookUp platform](#), including organisations such as Tate, Barbican and the National Portrait Gallery. Filter the resource 'type' by 'virtual tour' or search in the 'Events' tab.



# Take part

## Q – What art activity did you take part in?

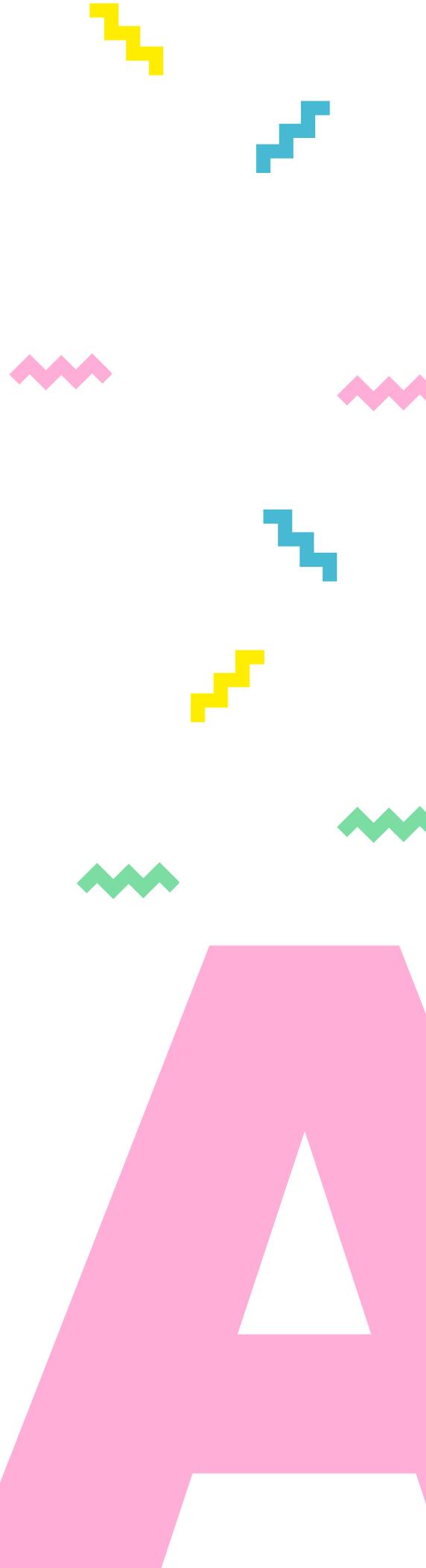
Encourage the child you are supporting to create an art piece in any artform based on something they found interesting in the discovery phase. This could be drawing, painting, sculpting, dancing, writing a song, creating a stop motion animation etc. It could be a portrait of themselves – try setting the child the creative challenge of creating portraits of themselves or their friends that doesn't include their faces. It could include hands, feet, or things which represent their interests etc.

- They might find it stimulating to join in a nationwide creative challenge, have a look at the 64 million artists creative challenges – <http://dothinkshare.com/>.
- [Tate Kids](#) have pages with information on certain art movements and activities.
- [Wigmore Hall](#) have lots of music at home activities on their website.
- Other organisations and activities can be found on [LookUp](#).

## Q – What did you enjoy the most about it and why?

Encourage the child to think about the activity they did and to consider what they really enjoyed and would want to do again.

- Ask them why they enjoyed it. Had they done it before? Did they learn a new skill? What did they find tricky and how did they get past that? What are they proud of?
- Would they recommend the activity to a friend? What would they tell their friend they enjoyed about it?
- Is there something they would do differently if they tried the activity again?



## Part B

# Find out

Part B encourages young people to find out about artists and their work.

### **Q – Can you find out about an artist or creator who inspires you? What is their name? How are they creative?**

Encourage the child you are supporting to discover an artist or creative who works in a genre they are interested in. Often young people settle for the first thing they see and the internet makes this even easier to do! Challenge them to find 3 different artists and then choose who their favourite is. What makes that one their favourite?

### **Q – What three questions would you like to ask them?**

Encourage the child to think about what they would like to know more about. Together, think about the challenges and obstacles that this person might have faced. Is there a lesson they can take from what they found out?

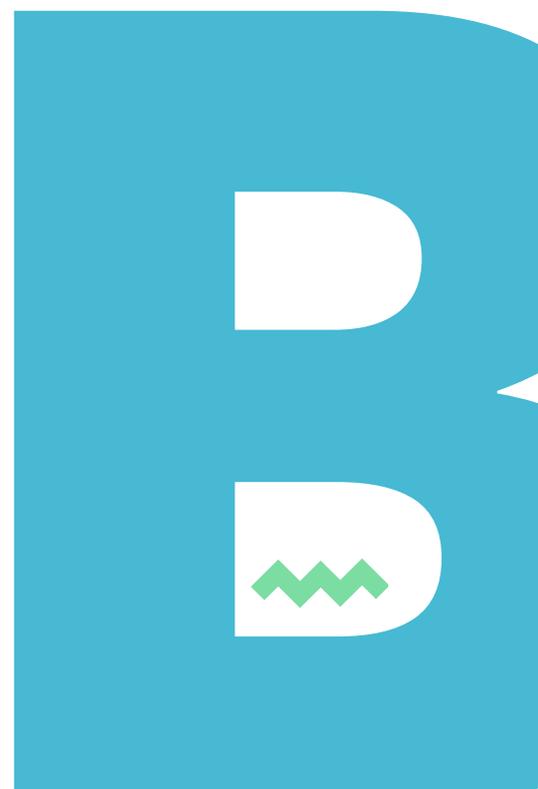
For example...

- How old were you when you started your career?
- Did you have to have training to become a dancer/singer/painter etc?
- What is your favourite part of your job?
- What challenges and obstacles did you face?

### **Q – What skills, materials or methods do they use?**

While researching artists and creatives that inspire them, encourage the child to discover how that person creates their music/paintings/sculptures etc

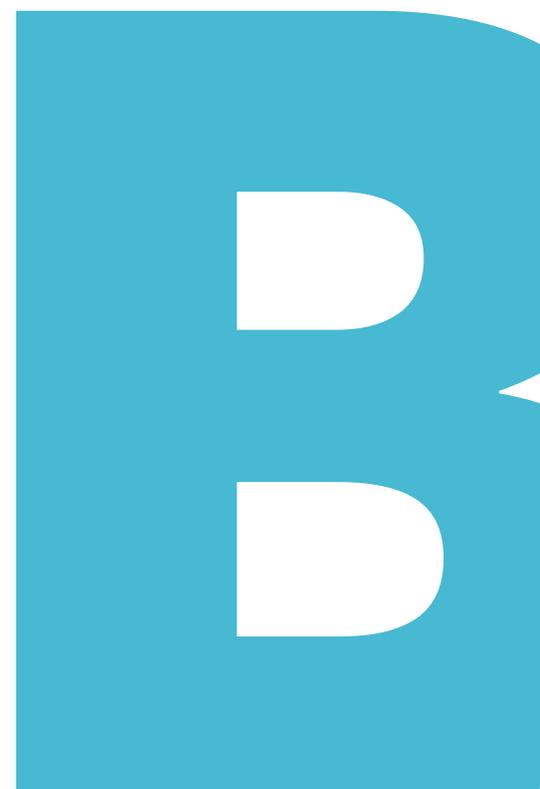
- Do they write their own music? Do they play instruments as well as singing? What style of music do they create?
- What type of paints do they use? Do they have a painting style?
- What type of dancing do they perform?



## Q – Can you include a picture of them or their work here?

- If possible, the child can add a photograph or drawing of their chosen artist or an image of their work. *As an extension you could encourage the child to create a piece of artwork based on their work?*
- If the child has chosen a singer, they might try to learn the song themselves. Are there things around the house that they could use to recreate the beat, e.g. saucepan, cups, spoon. They could create an image of the artist, or recreate artwork from an album cover.
- If they are looking at a visual artist, they could recreate a piece of the artist's work using things in their house. They might need to think outside the box! If they don't have paints at home, could they use socks and clothes to recreate an image? Or use ripped up pieces of newspaper and magazines. See [this blog](#) for what to do if you are low on materials and need to make your own paints or sculpting materials.
- For further support, see our blog on [how to research and make your own art project](#).

Encourage the child to see if they can find somewhere they might be able to experience their chosen artist in real life when venues have reopened.



## Part C

# Share

Part C focuses on the child expressing opinions and sharing their experiences and learning from parts A and B with others.

Remind them of the arts and artists they discovered in parts A and B, and encourage them to use this as inspiration.

### Q – What did you share?

The child could choose to share information about:

- The artist they discovered
- Their own creation
- Something they have learnt about themselves and/or their local area during the project

### Q – How did you share it?

Encourage them to think about how they can share this creatively. E.g.

- Create a poster to display in their window and share with classmates, neighbours and friends.
- Create a short film to share with classmates or on school website/class page.
- Write a poem and read it out in an online lesson or a family video call.

### Q – Who did you share it with?

If you are supporting a child

#### As a parent:

Your child could share with a friend or a family member over face time/video call or even phone call, they can even share with a sibling or create something that can be shared online.

#### As a class teacher:

Could your class share their experiences via an online assembly or is there a class page that could accommodate different ways of sharing e.g. short videos, voice recordings, posters etc?



If the child you are supporting is not currently on roll at a school, encourage them to think about groups they could share with. E.g.

- Are they part of a Brownies, Guides, Scouts troop, is there a youth club who are still meeting online?
- Perhaps they could share their findings and learning with neighbours or family members.
- Create a mini gallery of images created in a window facing the street.

**As a cultural organisation** running this project with a wide group of young people, can you host a sharing online?

