# Key Stage 5 Curriculum Map Bronze Arts Award

Year 12

| Autumn Half Term 1 | Autumn Half Term 2 | Spring Half Term 1 | Spring Half Term 2 | Summer Half Term 1 | Summer Half Term 2 |
|---|---|---|---|---|---|
| **Knowledge acquired** | | | | | |
| What Is Art?<br><br>What Kind of Art am I Interested in? | Part A Explore the Arts as a Participant<br><br>Part B Explore the Arts as an audience Member<br><br>Part C Arts Inspiration | Part A Explore the Arts as a Participant<br><br>Part B Explore the Arts as an audience Member<br><br>Part C Arts Inspiration | Part A Explore the Arts as a Participant<br><br>Part B Explore the Arts as an audience Member<br><br>Part C Arts Inspiration<br><br>Part D Arts Skills Share-Passing on Arts Skills to Others | Part A Explore the Arts as a Participant<br><br>Part B Explore the Arts as an audience Member<br><br>Part C Arts Inspiration<br><br>Part D Arts Skills Share-Passing on Arts Skills to Others | Part A Explore the Arts as a Participant<br><br>Part B Explore the Arts as an audience Member<br><br>Part C Arts Inspiration<br><br>Part D Arts Skills Share-Passing on Arts Skills to Others |

**Skills acquired**

· **What Is Art?** Pupils involve in class discussion taking notes for their portfolios about what is and isn't to be considered art, and why?

· **What Kind of Art am I Interested in?** Pupils to start considering what kind of arts practices they are interested in and what arts they would like to pursue over the course of the next two years. They List their strengths and weaknesses, and explain what they like about each art form

· **Part A Explore the Arts as a Participant** Pupils show how they have developed their interest, knowledge and skills in creative arts activities through active participation. This can be something new to them or a development in something they are already familiar with. Included in this is involvement in performance opportunities at the Christmas performance at the end of the Autumn Half Term. Active involvement is evidenced throughout the two years and does not need to be in just one art form.

· **Part B Explore the Arts as an Audience Member** Pupils are an audience member for a least one arts event or experience. They reflect on whether they enjoyed it, the quality and creative impact of the event or experience and the art form involved. Then they share their view with others. We will have workshops with guest speakers, as well as field trips, and pupils will also be able to reflect on the different performances their fellow pupils are involved in. Active involvement is evidenced throughout the two years and does not need to be in just one art form

· **Part C Arts Inspiration** Pupils use simple research methods to find out about the arts practice, career and work of an artist, craftsperson, or arts practitioner who inspires them and summarise what they have learnt. The chosen artist, arts practitioner or craftsperson can be famous or not, historical or contemporary, a formed group or an individual, as long as they are not fictional. The project is added into the portfolio as a biography, along with found photographs and any other evidence the pupil wishes to provide.

· **Part D Arts Skills Share-Passing on Arts Skills to Others** Pupils make a plan to pass on their arts skills to others and then deliver their plan through leading a short workshop or presentation that includes an explanation of their arts skills. They review how well they passed on their arts skills. Active involvement can be evidenced throughout the two years, such as teaching an instrument over a given timeframe to show progress.

**Key Assessments taking place**

**AFL, data tracking, teacher assessment throughout, moderated by Trinity Arts Award Body in June of Year 2**

Year 13

| Autumn Half Term 1 | Autumn Half Term 2 | Spring Half Term 1 | Spring Half Term 2 | Summer Half Term 1 | Summer Half Term 2 |
|---|---|---|---|---|---|
| **Knowledge acquired** | | | | | |
| What Is Art?<br><br>What Kind of Art am I Interested in? | Part A Explore the Arts as a Participant<br><br>Part B Explore the Arts as an audience Member<br><br>Part C Arts Inspiration | Part A Explore the Arts as a Participant<br><br>Part B Explore the Arts as an audience Member<br><br>Part C Arts Inspiration | Part A Explore the Arts as a Participant<br><br>Part B Explore the Arts as an audience Member<br><br>Part C Arts Inspiration<br><br>Part D Arts Skills Share-Passing on Arts Skills to Others | Part A Explore the Arts as a Participant<br><br>Part B Explore the Arts as an audience Member<br><br>Part C Arts Inspiration<br><br>Part D Arts Skills Share-Passing on Arts Skills to Others | Complete any missed work and begin final bits ready to submit portfolio by middle of June |
| **Skills acquired** | | | | | |
| · **What Is Art?** Pupils involve in class discussion taking notes for their portfolios about what is and isn't to be considered art, and why? Any changes in opinion on previous year's discussions? Anything to add of shifting views after having a year's experience of involvement in the arts.<br><br>· **What Kind of Art am I Interested in?** Pupils consider what kind of arts practices they were interested in over the last year and what arts they would like to pursue over the course of this second year. They review their strengths and weaknesses, and consider if there will be any changes in the arts they are participating in.<br><br>· **Part A Explore the Arts as a Participant** Pupils show how they have developed their interest, knowledge and skills in creative arts activities through active participation. This can be something new to them or a development in something they are already familiar with. Included in this is involvement in more performance opportunities at the Christmas performance at the end of the Autumn Half Term. Pupils may now start looking at working together, as they've had a year to get used to what they can each do. Active involvement is evidenced throughout and does not need to be in just one art form.<br><br>· **Part B Explore the Arts as an Audience Member** Pupils are audience members for a least one more arts event or experience, to widen their horizons even more on last years involvement. They reflect on whether they enjoyed it, the quality and creative impact of the event or experience and the art form involved. Then they share their view with others. We will have more workshops with guest speakers, as well as field trips, and pupils will also be able to reflect on the different performances their fellow pupils are involved in. Active involvement is evidenced throughout and does not need to be in just one art form<br><br>· **Part C Arts Inspiration** Pupils use simple research methods to find out about the arts practice, career and work of a different artist, craftsperson, or arts practitioner from the previous year, who inspires them and summarise what they have learnt. The chosen artist, arts practitioner or craftsperson can be famous or not, historical or contemporary, a formed group or an individual, as long as they are not fictional. The project is added into the portfolio as a biography, along with found photographs and any other evidence the pupil wishes to provide. The pupils this year will give a presentation to the rest of the group to help build their confidence in public speaking.<br><br>· **Part D Arts Skills Share-Passing on Arts Skills to Others** Pupils make a plan to pass on their arts skills to others and then deliver their plan through leading a short workshop or presentation that includes an explanation of their arts skills. They review how well they passed on their arts skills. Active involvement can be evidenced throughout the two years, such as teaching an instrument over a given timeframe to show progress. If pupils chose to lead a short workshop in their first year, they expand on passing on a completely new arts skill to others. | | | | |
| **Key Assessments taking place** | | | | | |
| **AFL, data tracking, teacher assessment throughout, moderated by Trinity Arts Award Body in June of Year 2** | | | | | |

# Key Stage 5 Curriculum Map Silver Arts Award

Year 12

| Autumn Half Term 1 | Autumn Half Term 2 | Spring Half Term 1 | Spring Half Term 2 | Summer Half Term 1 | Summer Half Term 2 |
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| **Knowledge acquired** | | | | | |
| What Is Art?<br><br>What Kind of Art am I Interested in? | Unit 1: Arts Practice and Pathways<br><br>Arts Challenge<br>Part A Plan an arts Challenge<br>Part B Implement and review the arts challenge<br><br>Arts Pathways<br>Part C: review arts events<br>Part D: Arts Research | Unit 1: Arts Practice and Pathways<br><br>Arts Challenge Part B<br><br>Arts Pathways Part C and D | Unit 1: Arts Practice and Pathways<br><br>Arts Challenge Part B<br><br>Arts Pathways Parts C and D | Unit 1: Arts Practice and Pathways<br><br>Arts Challenge Part B<br><br>Arts Pathways Parts C and D | Unit 1: Arts Practice and Pathways<br><br>Arts Challenge Part B<br><br>Arts Pathways Parts C and D |

**Skills acquired**

- **What is Art?** Pupils involve in class discussion taking notes for their portfolios about what is and isn't to be considered art, and why?

- **What Kind of Art am I Interested in?** Pupils to start considering what kind of arts practices they are interested in and what arts they would like to pursue over the course of the next two years. They list their strengths and weaknesses, and explain what they like about each art form

**Arts Practice** Pupils 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. The chosen arts challenge can be in any suitable art form but should be appropriate to their understanding and ability. Sufficient time should be spent on the challenge to demonstrate their development in the art form.

- **Arts Challenge Part A: Plan an Arts Challenge** Pupils identify their strengths and weaknesses within their chosen art form and set themselves an appropriate challenge that focuses on acquiring and developing new skills within the art form. The pupils will prepare a detailed action plan to show how they will achieve their challenge and how they will monitor and measure their progress and achievement. The amount of time spent on their challenge should enable young people to demonstrate development of their arts skills

- **Arts Challenge Part B: Implement and review the arts challenge** Pupils gather evidence about how they are developing their arts skills throughout their challenge and adjusting their action plan where appropriate. Pupils share their challenge with others and gather feedback on their achievements. Pupils prepare a review reflecting on how the challenge went, how their art form skills have developed and what they learnt, including their reflection on the feedback received from others

**Arts Pathways** Pupils review arts events/experiences as audience members and share their thoughts and opinions with others. They find out more about career pathways in the arts through meeting and working with arts practitioners. They research arts organisations, finding out about their work. They also explore future education and training opportunities, considering potential career pathways. They reflect on what they have learnt and how this may influence their future choices.

- **Arts Pathways Part C: Review arts events** Pupils review at least one arts event or experience from the perspective of an audience member. The review should focus on the artistic qualities and creative impact of the event(s)/experience(s) and should demonstrate the young person's knowledge and understanding of the art form(s) involved. They then share their review(s) with others.

- **Arts Pathways Part D: Arts research** Pupils find out more about arts careers through meeting arts practitioners and gaining an understanding of their career development and work. They research and actively participate in opportunities to gain first-hand experience of working in the arts, for example, through workshops, events, or other ways. Through research into arts organisations, they will also find out what opportunities are available to them and how to become more involved, whether as a participant or an audience member. Pupils also explore and reflect upon future education and career pathways in the arts and what they might do with their art form skills and knowledge in the future.

**Key Assessments taking place**

**AFL, data tracking, teacher assessment throughout, moderated by Trinity Arts Award Body in June of Year 2**

| Year 13 | Autumn Half Term 1 | Autumn Half Term 2 | Spring Half Term 1 | Spring Half Term 2 | Summer Half Term 1 | Summer Half Term 2 |
|---|---|---|---|---|---|---|
| | **Knowledge acquired** | | | | | |
| | What is Art?<br><br>What Kind of Art am I Interested In?<br><br>Unit 2: Arts Leadership Intro | Unit 2: Arts leadership<br>Part A: Plan a leadership project<br><br>Part B: Plan the practical issues<br><br>Part C: Effective arts leader<br><br>Part D Working effectively with others | Unit 2: Arts leadership<br><br>Part B: Plan the practical issues<br><br>Part C: Effective arts leader<br><br>Part D Working effectively with others | Unit 2: Arts leadership<br><br>Part C: Effective arts leader<br><br>Part D Working effectively with others | Unit 2: Arts leadership<br><br>Part C: Effective arts leader<br><br>Part D Working effectively with others<br><br>Part E: Leadership project review | Complete any missed work and begin final bits ready to submit portfolio by middle of June |
| | **Skills acquired** | | | | | |
| | • **What is Art?** Pupils involve in class discussion taking notes for their portfolios about what is and isn't to be considered art, and why? Have any opinions changed after a year?<br><br>• **What Kind of Art am I Interested in?** Pupils consider if there have been any changes in their interests over the course of the year<br><br>**Unit 2: Arts Leadership** In unit 2 all five parts are linked. Pupils work under professional supervision to develop specific leadership skills through taking the lead in planning, delivering, and reviewing an arts project. The project might involve a workshop series, a one-off, day-long event, a performance, an exhibition, or the development of a product, a publication, or an arts-based website. The project could also be one-to-one skills development sessions. Pupils can work individually or as part of a team for unit 2, but each person must take responsibility for a specific leadership area throughout the arts project. The arts project should provide pupils with sufficient responsibility to demonstrate the development of their leadership skills.<br><br>• **Part A: Plan a leadership project** Pupils identify the skills and qualities of a leader and consider examples of good leadership that they have experienced. They specify the leadership skills they wish to develop. Pupils then plan the arts project they have chosen to lead, providing details of the project, why they have chosen in, and its creative aims for the pupil and the participants.<br><br>• **Part B: Plan the practical issues** Pupils include plans covering the practical aspects of the project and consider the needs of the participants and/or audience, resources required and how they will identify and measure the development of their leadership skills throughout the project. If working as a team, the planning process can be a group activity, but the young people should each develop a specific area in which they lead.<br><br>• **Part C: Effective arts leader** Pupils deliver the project following the project plan, adjusting it where necessary. Throughout the delivery of the project and in addition to the factual description of the delivery, pupils demonstrate how they are developing applying their chosen leadership skills. Pupils demonstrate that they can lead arts activities through offering creative suggestions and solutions, help, direction, and support.<br><br>• **Part D: Working effectively with others** Pupils show they are working effectively with others involved in the project, including other team members (where appropriate), participants, their advisor and other people. They collect feedback and reflect on how effectively they are working with others. They record aspects of their delivery which show how they are developing their leadership skills and handling situations appropriately<br><br>• **Part E: Leadership project review** Pupils carry out a final review of the project. They consider the leadership skills they stated they wanted to develop at the start of the project (part A) and the success of the project. Pupils reflect on the leadership skills they actually applied and developed, and what they learnt about leadership overall. They review their plan for the project and how well it worked, including areas that were particularly successful, any that were challenging and what the would do differently in the future. The review should also consider and evaluate what the pupil learnt from the feedback they have collected from team members (where appropriate), participants, the audience (where appropriate) and others involved. If the project include a final performance, the review should consider the whole project rather than just that performance. | | | | | |
| | **Key Assessments taking place** | | | | | |
| | **AFL, data tracking, teacher assessment throughout, moderated by Trinity Arts Award Body in June of final year** | | | | | |

# Key Stage 5 Curriculum Map Gold Arts Award

Year

| Autumn Half Term 1 | Autumn Half Term 2 | Spring Half Term 1 | Spring Half Term 2 | Summer Half Term 1 | Summer Half Term 2 |
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| **Knowledge acquired** | | | | | |
| What is Art?<br><br>What Kind of Art am I Interested In?<br><br>Introduction to the course<br><br>Unit 1: Personal Arts Development | Unit 1: Personal Arts Development<br>Part A: Extend own arts practice<br><br>Part C: Reseach advanced practioners and review arts events/experiences | Unit 1: Personal Arts Development<br>Part A: Extend own arts practice<br><br>Part C: Reseach advanced practioners and review arts events/experiences | Unit 1: Personal Arts Development<br>Part A: Extend own arts practice<br><br>Part C: Reseach advanced practioners and review arts events/experiences | Unit 1: Personal Arts Development<br>Part A: Extend own arts practice<br><br>Part C: Reseach advanced practioners and review arts events/experiences | Unit 1: Personal Arts Development<br>Part A: Extend own arts practice<br><br>Part C: Reseach advanced practioners and review arts events/experiences |
| **Skills acquired** | | | | | |

- **What is Art?** Pupils involve in class discussion taking notes for their portfolios about what is and isn't to be considered art, and why?
- **What Kind of Art am I Interested in?** Pupils to start considering what kind of arts practices they are interested in and what arts they would like to pursue over the course of the next three years. They list their strengths and weaknesses, and explain what they like about each art form

Unit 1: Personal arts development: Unit 1 is designed to encourage an in-depth exploration of an art form, genre or arts practice, requiring reflection on personal progress and skills development. Young people gain hands-on experience of the arts sector through work experience and training opportunities

Part A: Extend own arts practice:

- Young people work as artists, extending and broadening their arts skills. They develop skills within their own art form or arts practice and gain 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

Part C: Research practitioners and review arts events

- Young people research artists' work and review arts events/experiences, considering the impact their research may have on their own arts career development.

**Key Assessments taking place**

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| | **AFL, data tracking, teacher assessment throughout, moderated by Trinity Arts Award Body in June of final year** |

| Year 13 | Autumn Half Term 1 | Autumn Half Term 2 | Spring Half Term 1 | Spring Half Term 2 | Summer Half Term 1 | Summer Half Term 2 |
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| | **Knowledge acquired** | | | | | |
| | Wrap up:<br>Unit 1: Personal Arts Development<br>Part A: Extend own arts practice<br><br>Part C: Reseach advanced practioners and review arts events/experiences | Unit 1 Personal Arts Development<br><br>Part C: Reseach advanced practioners and review arts events/experiences<br><br>Part D: Form and communicate a view on an arts issue | Unit 1 Personal Arts Development<br><br>Part B: Identify and participate in development opportunities within the wider arts sector<br><br>Part C: Research advanced practioners and review arts events/experiences<br><br>Part D: Form and communicate a view on an arts issue | Unit 1 Personal Arts Development<br><br>Part B: Identify and participate in development opportunities within the wider arts sector (work placement for 5 days)<br><br>Part C: Reseach advanced practioners and review arts events/experiences<br><br>Part D: Form and communicate a view on an arts issue | Unit 1 Personal Arts Development<br><br>Completing any written work for all units of Unit 1 | Unit 1 Personal Arts Development<br><br>Getting all work into portfolio with additional photo evidence, start planning and preparing for Unit 2 to commence in September |
| | **Skills acquired** | | | | | |
| | Unit 1: Personal arts development: Unit 1 is designed to encourage an in-depth exploration of an art form, genre or arts practice, requiring reflection on personal progress and skills development. Young people gain hands-on experience of the arts sector through work experience and training opportunities<br><br>Part A: Extend own arts practice:<br>• Young people work as artists, extending and broadening their arts skills. They develop skills within their own art form or arts practice and gain 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<br><br>Part B: Career development opportunities in the arts<br>• Young people identify and participate in development opportunities through practical involvement in work placements, volunteering, training or workshops. These can be in any area of the arts and within their own, or the wider, arts and cultural community. Young people should undertake five days of work placement or volunteering or two days' training or workshops as a minimum requirement. Young people record what they found out about the opportunities available, what they learnt while undertaking their activitires, what they found out about the organisations they worked with, and the impact the experiences have had on their own practice.<br><br>Part C: Research practitioners and review arts events<br>• Young people research artists' work and review arts events/experiences, considering the impact their research may have on their own arts career development. | | | | | |

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| | Part D: Form and communicate a view on an arts issue<br>• Young people develop their understanding of an issue affecting the arts and form their own view based on their research and experience. Young people choose and explore an arts issue of interest or relevance to them. They research and develop an understanding of a range of views on the issue, extract relevant details, reflect on what they have found out, develop sound arguments and support their own position regarding the issue. The young person's view may grow or change through their involvement and experiences. They present/share their final argument and collect feedback from others on their final position. |
| | **Key Assessments taking place** |
| | **AFL, data tracking, teacher assessment throughout, moderated by Trinity Arts Award Body in June of final year** |

| Year 14 | Autumn Half Term 1 | Autumn Half Term 2 | Spring Half Term 1 | Spring Half Term 2 | Summer Half Term 1 | Summer Half Term 2 |
|---|---|---|---|---|---|---|
| | **Knowledge acquired** | | | | | |
| | Unit 2: Leadership of an arts project<br><br>Part A: Leadership project aims and outcomes<br><br>Part B: Organise people and resources<br><br>Part C: Manage the project | Unit 2: Leadership of an arts project<br><br>Part B: Organise people and resources<br><br>Part C: Manage the project | Unit 2: Leadership of an arts project<br><br>Part C: Manage the project | Unit 2: Leadership of an arts project<br><br>Part C: Manage the project<br><br>Part D: Mange a public showing | Unit 2: Leadership of an arts project<br><br>Part E: Leadership project report | Complete any missed work and begin final bits ready to submit portfolio by middle of June |
| | **Skills acquired** | | | | | |
| | Unit 2:<br>Part A: Leadership project aims and outcomes<br>• Young people identify the qualities of effective arts leaders and consider examples. They then specify the leadership skills they wish to develop. Young people work with their adviser to identify a suitable arts project and find an appropriate group of participants and potential audience members. Young people take responsibility for planning the project, providing details of why they have chosen it, its aims and desired outcomes. They also demonstrate an understanding of the purpose of evaluation.<br>Part B: Organise people and resources<br>• Young people take responsibility for the organisation of the project, allocating roles to others and organising equipment and resources as appropriate. This may include recruiting participants, setting timescales, organising rehearsal schedules, sourcing venues and equipment, developing materials needed for workshops and seeking funding. Young people also plan the public showing/sharing of the project required in part D. Young people develop an understanding of risk assessment and relevant legislation affecting participation, performance, exhibitions or production<br>Part C: Manage the project | | | | | |

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| | • Young people follow the project plan to deliver the project, making adjustments where necessary. Throughout the project, young people record examples of how they are developing and applying their chosen leadership skills and how they are inspiring and motivating others, leading creatively, responding to and resolving problems, and working with and supporting others. These can be collected through their own reflection and observations, and feedback and observations from others.<br>Part D: Mange a public showing<br>• Young people learn how to manage an arts event through arranging a public showing or sharing of their leadership project, with the support of their adviser. It need not be a fully public event-for example, a concert of exhibition within a school or youth club environment is acceptable. Younge people decide on the nature of the public showing/sharing, arrange the publicity and make practical arrangements such as venue and equipment hire, in addition to delivering the event itself. They should have a clear understanding of their leadership role and responsibilities within the context of the public showing/sharing (as distinct from the delivery of the project to date), particularly where the young people are working as a team. Young people collect feedback about the event and, where appropriate, their leadership skills, from participants, audience members and others involved in the public showing/sharing<br>Part E: Leadership project report<br>• Young people provide a final project report, evaluating the extent to which they have applied and developed their chosen leadership skills and what they have learnt about leadership in the process. They also reflect on the objectives of the project plan, the success (or otherwise) of the delivery of the project and on any challenges encountered. Having collected feedback from participants and others involved in the project throughout its duration, and from audience members, young people collate and analyse the responses and compare these with their own reflections. They reflect on any particular differences in perception between their own assessment and the feedback provided and draw conclusions that will improve further projects. |
| | **Key Assessments taking place** |
| | **AFL, data tracking, teacher assessment throughout, moderated by Trinity Arts Award Body in June of final year** |

**Digital Literacy skills**

For a Trinity Arts Award (Bronze, Silver or Gold), pupils develop a range of digital literacy skills by using technology to research, create, communicate and present their work. They learn how to find and evaluate information from online sources, create digital portfolios using text, images, audio and video, communicate their ideas effectively through digital media, and reflect on their artistic development. As they progress through the award levels, pupils build greater confidence in selecting appropriate digital tools, managing digital content responsibly, understanding online safety and copyright, and presenting evidence of their achievements in a professional and organised way. These skills support both creative expression and preparation for further study, employment and participation in an increasingly digital world

**Communication and Oracy Skills**

Through the Trinity Arts Award (Bronze, Silver or Gold), pupils develop confidence in speaking, listening and presenting to a range of audiences. They learn to discuss artistic ideas, give and receive feedback, ask thoughtful questions, and reflect on their own experiences using appropriate vocabulary. As they progress through the award levels, pupils become more skilled at sharing opinions, leading discussions, collaborating with others, interviewing artists and communicating their ideas clearly and persuasively. These valuable oracy skills help pupils to express themselves with confidence, work effectively with others, and engage positively in education, employment and wider society.

**Independent and Further Learning**

The Trinity Arts Award encourages pupils to take ownership of their learning by exploring the arts beyond the classroom. At home, they can research artists and art forms, attend live or online arts events, practise and develop creative skills, keep reflective journals, and gather evidence for their portfolio. As pupils progress through Bronze, Silver and Gold, they develop increasing independence in planning projects, setting personal goals, managing their time, and pursuing their own artistic interests, helping to foster a lifelong engagement with the arts and learning.