

## Creative Learning and Arts Award

LincsAboutTown provides many opportunities for children and young people to be creative. These notes suggest the Arts Award as a framework for sessions. [The Mighty Creatives](#) is the Bridge for East Midlands. [IVE](#) is the Bridge for Yorkshire and the Humber. These organisations can provide more information about Arts Award Training and Cultural Learning Partnerships and funding.

Arts Award in England is awarded to young people aged 5-25 years, at five levels, one introductory level, Discover, and four further qualifications, Explore, Bronze, Silver and Gold, all accredited on the Qualifications and Credit Framework. At Gold level Arts Award offers 25 UCAS points. This resource can be used by Arts Award Assessors to support children and young people through Discover and Explore or can be used entirely independently.

The Arts Award framework is suitable for both formal and informal learning. It has the advantage of providing progression routes for young people whilst supporting them to develop leadership, research and arts skills in the broadest sense.

### Getting started

These ideas are starting points for developing arts-based activities. These ideas are for Arts Award Discover and Explore criteria but each could be extended and developed further to support work at Arts Award Bronze, Silver and Gold.

### Discover and Explore Part A

#### Discovering the arts all around you and taking part in and creating artwork.

After welcoming children and young people, explain the first task.

Children and young people can use all the senses starting to think about developing a heritage trail for their town. If on a field trip, or, from memory, perhaps by closing their eyes, ask what they can see, hear, listen, smell and where permitted, touch. Their town holds many fascinating and interesting stories. It is also full of shapes, colours, smells, designs, words, people, materials, sounds, signs.

Now ask them to focus in on arts or crafts. Discuss what these might be.

In groups of two or three, ask them to list (write down or record on mobile devices) as many different forms of art and craft that they have seen or can remember in their town.

The town is full of art and craft forms from the designs painted on shop fronts, to the type scripts used on signs, to advertising hoards, to designs on the sides of vans or lorries, to street furniture, to the shapes of buildings, to patterns in brickwork, to designs of doors and windows, and the materials used. Art and craft also play a part in the design and layout of the town and how its stories are told.

### Creative arts

If you choose to take the children on a short field trip, with all health and safety risk assessments and procedures in place, invite children and young people to explore the town with heightened senses and repeat the activity above.

Invite children and young people to choose a building, feature or area that appeals to them and then:

- Sketch the object or feature
- Sketch it without taking your pencil off the paper
  
- Sketch it without looking at your paper
- Sketch it with your eyes closed.

Select a favourite building, not disclosing the choice to others, and then in pairs take turns to describe the building in five words and ask a partner to guess which one. If the partner can't guess, try changing descriptive words.

Choose a building. Ask children and young people to imagine this building could tell all its secrets. Who has owned it? Who has lived or worked here? What happened here? What adventures does it hide? Help them to write a short story about their chosen building's adventures.

Help pupils to record the different sounds that they hear in the town, both manmade and natural using digital sound recorders. Back in the classroom put the sounds together to create a soundscape. Soundscapes are used as an interpretative feature. Can children and young people recreate these sounds or melodies? Can they research the sort of music people might listen to when some of the buildings were first constructed? What was the purpose of some of this music? You can add artwork to this too. Use the app, ThumbJam, to create melodies. Using a pentatonic scale (in C) is probably the most kind!

### **Creative writing**

Which art forms/technologies/crafts are used to tell the stories of the town and the people who live and work here? Which art forms might the children use to develop their trails?

- Which words would they use to describe places on their trail to someone who can't see them?
- Which adjectives would they use to describe its shape, texture, materials, colour, size, use, age, dimensions?
- What is different about it from other buildings or features?
- What attracted them to it?

Create word banks for each of these ideas.

Can children create poem using the words in their word bank?

Can they imagine the people or person who may have lived or worked in their town many years ago?

Can they develop a character based on a person who may have lived or worked here?

Use the Lincolnshire through Time resource for useful background.

They can develop their creative writing skills by putting themselves in the shoes of the character completing the following sentences: I can see, hear, feel, touch, smell,...

Ask the children/young people to design a costume for their character.

Ask them to create role cards that explore the characters of different people who may have lived in their town. Ask them to use these role cards for re-enactment activities.

## **Art**

In the town, young people can look at a range of buildings, objects, artefacts and maybe even artworks. Ask them to sketch details that they find interesting. They can then create their own artwork using the detail as inspiration when they get back to school/the youth group. Their artwork can be a drawing, a painting, a design for an item of clothing, a piece of jewellery, a lino-cut print or even an installation.

Young people may choose to look for objects that are similar or different. Ask them to focus on some of the following: colour, texture, shape, touch, movement, purpose, who made it, how was it made, what material was used etc.

Look at the buildings in the town in some detail for ideas and inspiration from other artists. Observation might lead young people to details/patterns in brickwork, other materials, window frames, ironwork, gardens, courtyards.

Sketch or photograph the features that are interesting. Use the sketches for further work to create a piece of artwork, printed fabric, wallpaper or a design for a new item to sell in a museum shop or a visitor information centre e.g. a mug, tea towel etc.

## **Drawing inspiration**

Ask the children/young people to imagine they are a local artist. Tell them that the Lincs About Town Project Officer would like to commission a new artwork to tell a story from the local community. What sort of artist are they? Help them to research the history of their town and community. Again, use the Lincolnshire through Time resource for useful background.

Design and create a new arts and heritage installation to reflect an important time period in the history of their town.

Focus on the architecture of the buildings. Make sure that they photograph or draw some of the features.

## **Story telling**

Ask children in pairs to choose a story they have heard in the town. Help them to recount and identify the main people and points in the story.

What are the key messages? How similar or different are these?

## **Discover and Explore Part B**

### **Finding out about artists, arts practitioners and arts organisation:**

To support young people to achieve this aspect of Arts Award:

- Provide opportunities for young people to meet creative practitioners.
- Help them to think about what sort of questions they would like to ask these creative practitioners to find out more about their work, their skills and their art forms.
- Help young people to record, creatively, what they have found out through, for example, annotated collages, timelines, drawings, film or sound recordings. They could also create their own piece of artwork in the style of your chosen artist, identifying the type of art, the styles, content and materials they have used.
- Help pupils to find out about craftspeople who have contributed to their town.
- Help pupils to find out about local craftspeople.

### **Arts Award Discover Part C Share and Explore Part D Present.**

This aspect of Arts Award is about sharing experiences and skills learnt during the Arts Award journey.

Provide opportunities and events for young people to present their Log Books and journeys to each other, other young people and/or their parents/carers. This could include creating an exhibition that can be shown in school or at a local venue.

Help young people to plan and run their own creative heritage workshops or tours for other people to learn about their town. This will include training young people as facilitators/enablers and can be built into a volunteering programme.

Encourage young people to write back to you or create online diaries, Blogs, Vlogs etc. sharing what they discovered, learned and enjoyed through their Arts Award experience.

Share Arts Award journeys through assemblies, school exhibitions and celebratory events etc.