



Arts Award Shakespeare Challenge

Arts Award is a range of unique qualifications which support children and young people to develop as artists and arts leaders. Through taking part in the awards young people develop their communication, creativity and leadership skills, and explore the world of the arts. There are five levels, four of which (Explore, Bronze, Silver and Gold) are accredited qualifications on the Qualifications and Credit Framework (QCF), while Discover is the introductory award.

Trinity College London is working in partnership with the Royal Shakespeare Company (RSC) to offer a special Arts Award known as Shakespeare Challenge. This is available at all Arts Award levels and is a great option for existing Arts Award centres, or for those new to Arts Award who are using Shakespeare-inspired activities to explore the arts. The programme uses the RSC's approach to teaching and learning Shakespeare, which is described in the *Stand up for Shakespeare Manifesto* and encourages students to:

- ▶ do Shakespeare on their feet
- ▶ see Shakespeare live
- ▶ start Shakespeare earlier

If you are interested in running the awards with young people, find out more about the levels and costs by downloading the [Arts Award Guide](#).

The first step in getting started with Arts Award is attending [adviser training](#). Public training courses run regularly across the country or you can book [in-house training](#) for six or more staff. Find out more about booking training [here](#).

The next step is running your project or programme of activity.

[Face to face support](#) is available for centres who meet our priority criteria. Support surgeries provide an opportunity for existing advisers to explore and develop the delivery of Arts Award in their setting, with the help of trained support consultants. A whole host of additional support is available too, including teaching resources from the RSC, a specialist helpdesk and face-to-face support from the Arts Award team.

The final step is booking your [moderation](#). Once you know when your project is likely to be completed you can book your moderation or order Discover certificates. The assessment and moderation process for Shakespeare Challenge is no different from the usual Arts Award process, except young people's logs or portfolios must show evidence of being inspired by Shakespeare in a minimum of:

- ▶ **Discover** – two out of three parts inspired by Shakespeare
- ▶ **Explore** – three out of four parts inspired by Shakespeare
- ▶ **Bronze** – three out of four parts inspired by Shakespeare
- ▶ **Silver** – both units inspired by Shakespeare
- ▶ **Gold** – both units inspired by Shakespeare

When you confirm young people's names for moderation you must select **Shakespeare Challenge** and the award level. The young people will be awarded a special Arts Award Shakespeare Challenge certificate if successful at moderation.

The following ideas will provide guidance on how to develop your delivery approach. This does not replace the adviser toolkit that you receive at training, and you should refer to the relevant section of your toolkit when planning and delivering the award. Young people are encouraged to engage with Shakespeare's language through practical exploration and participation, and through experiencing live Shakespearean performances. Some centres may want to deliver each part of Arts Award with a Shakespearean element; however the focus and thinking behind the Shakespeare Challenge is set out in the RSC's manifesto. The RSC are keen to share their resources and tools for introducing and exploring Shakespeare to young people and invite participating centres to access the wide range available by visiting www.rsc.org.uk/education

If you have any questions about your project please don't hesitate to contact us for guidance and support. For more information visit www.artsaward.org.uk/rsc or www.rsc.org.uk/education. Alternatively you can contact us on 020 7820 6178 or at artsawardenquiries@trinitycollege.co.uk

Arts Award Discover

Part	Ideas	Evidence
<p>Part A: discover and take part in a range of arts activities in order to widen their experience and understanding of the arts</p>	<p>Groups could focus on a range of arts activities with a particular focus on Shakespeare the artist, his work and theatre. Activities could include drama workshops using language or movement, costume, film, literature and dance in order to help young people to identify the different art forms.</p>	<ul style="list-style-type: none"> ▶ include identification of a number of different art forms ▶ evidence of participation in at least one Shakespeare-themed activity
<p>Part B: find out about artists and their work in order to develop their own understanding of arts practice</p>	<p>Find out about Shakespeare and his work, or someone linked to Shakespeare. This could be done through an event at school, attending a workshop, online interaction, interviews with teachers or practitioners, visits to theatres or other venues that stage Shakespeare's work and visits to places where Shakespeare lived and worked.</p>	<ul style="list-style-type: none"> ▶ record what they found out about Shakespeare
<p>Part C: share what they enjoyed with others</p>	<p>Young people share what they have learnt and enjoyed throughout the award with others. This could be delivered through a small group discussion about what they enjoyed about the activities they have taken part in for their Arts Award.</p>	<ul style="list-style-type: none"> ▶ record evidence of what was shared ▶ record evidence of who it was shared with

Arts Award Explore

Part	Ideas	Evidence
Part A: take part in a range of arts activities in order to extend their experience and understanding of the arts and develop arts skills	The young person can take part in a range of Shakespeare-related activities, which could include: working with Shakespeare's language, drama games focusing on themes in Shakespeare plays, creative writing, drawing pictures of characters from the plays, designing posters or composing music to go with the texts.	<ul style="list-style-type: none"> include evidence of taking part in more than one Shakespeare-themed arts activity identify what inspires them
Part B: explore the work of artists and arts organisations through live or active participation	The young person should find out about artists and organisations by watching a play, then interviewing or finding out more about the performers or other artists that make the show happen.	<ul style="list-style-type: none"> record what they have found out
Part C: create a piece of art work to demonstrate art skills	The young person can use any art form or combination of art forms. For example: creating a soundscape, choreographing a dance or movement sequence, designing/making a costume or props, or producing a visual representation of a scene from Shakespeare.	<ul style="list-style-type: none"> record this art work and information on how it was created, thinking about why they created the art work, what resources they needed, how it went and whether they learnt any new skills
Part D: present to others what they have enjoyed and achieved through their Arts Award journey	The young person presents to others what they have enjoyed and achieved through the other parts of their Arts Award and shares their work with others. This could be through a discussion with their group, a presentation to their parents, a sharing in assembly, etc.	<ul style="list-style-type: none"> record what was presented and who it was presented to identify areas of achievement and enjoyment throughout parts A, B and C.

Arts Award Bronze

Part	Ideas	Evidence
Part A: explore the arts as a participant	The young person can participate in practical workshops, using Shakespeare as a stimulus, or take part in a Shakespearean production. This can be as an actor, musician, stage manager, lighting designer or anyone who would work within a professional creative team.	<ul style="list-style-type: none"> include a description of the arts activity, information on how they developed their participation and enjoyment in the activity, and a summary of what was learnt and how their skills improved
Part B: explore the arts as an audience member	The young person could watch a live performance of a Shakespeare play, or watch a recording by leading theatre companies on Digital Theatre Plus or through schemes such as Live from Stratford or National Theatre Live.	<ul style="list-style-type: none"> include evidence of attending at least one live arts event (eg ticket stubs, programmes, photos) personal reflection on the event and its creative impact, and evidence of sharing with others through discussion, audio/video recordings, online reviews, blog posts etc
Part C: arts inspiration	Young people need to find out about an artist or arts practitioner they feel inspired by. This needs to be a real person, such as an actor or director (not a fictional character).	<ul style="list-style-type: none"> include evidence of research and a summary in any format of what they found out, why that person was chosen and what they learnt about their life, work and career
Part D: arts skills share	Young people share and pass on skills they've learnt throughout their Bronze Arts Award. This could also be an arts skill they already have. They could assist a teacher/director in leading part of a practical Shakespeare-inspired workshop. Young people could also lead a warm-up exercise or introduce a scene in a workshop that introduces one of Shakespeare's plays or a selection of characters.	<ul style="list-style-type: none"> include an explanation of the activity and why it was chosen, evidence of the activity and a reflection on how well it went

Arts Award Silver Unit 1

Part	Ideas	Evidence
Part A: identify and plan an arts challenge	Individuals should set a Shakespeare related challenge that focuses on acquiring and developing new skills. Young people should include strengths and weaknesses and evidence of why the challenge was chosen, along with an action plan and evidence of work.	<ul style="list-style-type: none"> ▶ reflection on strengths and weaknesses ▶ action plan
Part B: implement and review the arts challenge	Young people must think about the creative outcome of their arts challenge. This should include reflection on their attempt to achieve their challenge and someone else's review of their challenge.	<ul style="list-style-type: none"> ▶ evidence of progress ▶ someone else's review of their challenge ▶ final review and reflection
Part C: review arts events	Young people should attend and review at least one live Shakespeare event as an audience member. This could be a performance of a play, workshop, event, interview, Q&A, master class or exhibition of art work from the time.	<ul style="list-style-type: none"> ▶ evidence of arts events ▶ review ▶ sharing of review
Part D: arts research	Young people should research jobs within theatre, film, media, education departments, organisations and creative learning departments which have a focus on Shakespeare. Interview actors, directors and facilitators, and consider college courses, specialist workshops and career pathways.	<ul style="list-style-type: none"> ▶ information on meeting/working with arts practitioners ▶ what they learnt ▶ research into future pathways and opportunities ▶ summary and reflection

Arts Award Silver Unit 2

Part	Ideas	Evidence
<p>Part A: identify leadership role and plan project aims</p> <p>Part B: plan practical issues</p>	<p>Young people should plan a project for an audience. This could be a series of Shakespeare workshops for a community group who could look at a whole play, or a specific character or question that arises from a situation in one of Shakespeare's plays.</p> <p>Young people's arts leadership unit can be achieved by working as a team as well as on their own. However, they will need to show evidence of their own leadership role.</p>	<ul style="list-style-type: none"> ▶ reflection on strengths and weaknesses ▶ action plan
<p>Part C: effective arts leadership</p> <p>Part D: working effectively with others</p>	<p>Run the project and record evidence of the project in action.</p>	<ul style="list-style-type: none"> ▶ include evidence of the project happening, including how they made decisions and worked and communicated with others ▶ health and safety issues connected with, for example, stage management, lighting, the workshop or performance venue; issues to consider when working with a community group ▶ feedback from others to identify areas for improvement
<p>Part E: review the project and leadership role</p>	<p>Collect feedback and review the project with input from audience and participants.</p>	<ul style="list-style-type: none"> ▶ include evidence of feedback from others on the project and their role as a leader ▶ a review of how they felt their arts leadership project went

Arts Award Gold Unit 1

Part	Ideas	Evidence
Part A: extend own arts practice	The emphasis is on the young person setting their own arts challenge to create new work which incorporates, or is influenced by, another art form or genre. The young person might have experience of being a director or actor (their main art form) but has never directed or acted in a Shakespearean production before or worked with Shakespearean language (extending their main art form). They may also want to do further research into Shakespeare by, for example, watching <i>Romeo and Juliet</i> and analysing the different interpretive choices made within one production. They could talk to professional creative teams involved in design, lighting, sound and technical work to understand the research that is involved when putting on a production.	<ul style="list-style-type: none"> ▶ details of main art form and development of skills within a new art form ▶ skills development plan and evidence of progress ▶ evidence of new work ▶ evidence of sharing and feedback from others ▶ final review
Part B: development opportunities within the wider arts sector	The young people should look to the wider arts sector and get involved with companies that produce Shakespeare's work. This could be done through workshops, volunteering, a work placement or training. Look at other careers that are available in theatres and companies that produce Shakespeare's work (widening their understanding of theatre and the arts).	<ul style="list-style-type: none"> ▶ research into opportunities ▶ description and reflection of what they did ▶ comments from practitioners leading the opportunities
Part C: research advanced practitioners and review arts events	Young people need to interview and explore the work of professionals. They could research and review Shakespeare academics, practitioners, actors, directors, organisations, theatre companies and creative teams, find out about their career paths and how they can develop their skills.	<ul style="list-style-type: none"> ▶ research into more advanced practitioners ▶ reviews of arts events and activities ▶ reflection on how research and experiences have influenced their arts practice
Part D: form and communicate a view on an arts issue	Communicate a view on issues of concern. The starting point should be the young people's opinions and interests. Young people could discuss issues relating to their local arts and cultural provision, or Shakespeare provision, in their area.	<ul style="list-style-type: none"> ▶ description of the issue ▶ research into a range of views ▶ reflection on research and influence on view ▶ final argument ▶ how the argument was shared ▶ feedback from others

Arts Award Gold Unit 2

Part	Ideas	Evidence
<p>Part A: identify the project aims and desired outcomes</p> <p>Part B: organise the people and resources required to run the project</p>	<p>Leadership projects might involve Shakespeare-themed workshops, a one-off, day-long event, a performance, exhibition, website or publication. The outcome must be shared with an audience and this should be organised by the young person. Individuals should delegate roles and responsibilities to their peers.</p>	<p>Project plan including:</p> <ul style="list-style-type: none"> ▶ a description of the project, aims and desired outcomes, leadership skills to be developed, leadership role, plans for monitoring progress and collecting feedback ▶ details of practical issues including timescales, risk assessment, health and safety
<p>Part C: manage the effectiveness of the project</p> <p>Part D: manage a public showing of the work</p>	<p>The young person shows planning skills and is able to motivate the team with solid communication and problem solving skills. The team needs to have clearly defined roles and responsibilities and a clear plan for the public showing, which could be linked to Shakespeare.</p> <p>Arrange and promote a public showing of their leadership project.</p>	<ul style="list-style-type: none"> ▶ evidence of delivery of the project ▶ reflection on the development of leadership skills ▶ how the project will be shared publicly ▶ details of organising people and resources ▶ delivery of public showing ▶ ongoing reflection on development of leadership skills ▶ feedback from others
<p>Part E: find effective ways of collecting and evaluating feedback from participants, audience and other stakeholders; review their leadership of the project</p>	<p>Young people need to gather feedback from a variety of sources such as audience members, venue staff and practitioners. They will then need to interpret the feedback and consider how they might adapt the project for different contexts such as venue and audience members.</p>	<ul style="list-style-type: none"> ▶ project report with evidence of feedback and reflection



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