

## CORAM SHAKESPEARE SCHOOLS FOUNDATION & ARTS AWARD



Through participation in the Festival, Coram Shakespeare Schools Foundation provides an ideal platform for schools to gain Arts Award accreditation. Over the years, casts nationwide have united their Festival journey with the different levels, from Discover-Gold.

Arts Award and Coram SSF have always shared a belief that the arts should be an instrumental aspect of school life for young people and this year, of all years, we agree that they have never been more important. Either through an adopted 'Recovery Curriculum' or the implementation of a broad and balanced curriculum, we know that the arts have the power to transform lives.

Students will need time and space to re-learn how to interact and communicate with their peers and respond to the losses they have experienced during 2020. We know that the Festival and Arts Award provide opportunities for students to develop team working skills, grow in confidence and achieve their goals - despite the year they've had. For more information on how Arts Award could contribute towards a Recovery Curriculum, Arts Award have their [own blog](#) and [webinar](#) which are free to access.

As part of our ongoing partnership, Arts Award is offering a discounted rate to all participating Coram SSF groups who are running Arts Award as part of their process.

- The discount can be claimed by entering the code **SSF2021** in the contextual information box when requesting your moderation via the advisor portal.\*
- This is available for all levels of Arts Award and will run from **1<sup>st</sup> September 2020- 31<sup>st</sup> August 2021**
- With this discount, Bronze moderations and certificates are **£20.50** instead of £24.50 per young person.
- If you would like more information on getting started with Arts Award, or support with your delivery, call Arts Award direct on 020 7820 6178 or email Annabel Thomas, Arts Development Manager at [annabel.thomas@trinitycollege.co.uk](mailto:annabel.thomas@trinitycollege.co.uk)

**Please note that this resource is not a substitute for Arts Award Adviser training or for correct use of your Adviser Toolkit - for more information visit [artsaward.org.uk/training](https://artsaward.org.uk/training) It is, however, designed to support you whilst mapping your Arts Award process to your Coram SSF journey.**

If you are interested in finding out more about registering your school to achieve Arts Award Bronze through the Festival, please visit the Arts Award [website](#). Additionally, there are 10 regional Bridge Organisations that can offer you support to deliver your Arts Award (and so much more). You can find out more about them [here](#).

If your young people have achieved their Arts Award Bronze by taking part in Coram SSF, we would love to hear from you! If you're happy for us to share your best practice with fellow Teacher-Directors, do get in touch to let us know how you did it. Email your Coordinator to share your stories.

*\*Please note that this offer is only available to schools registered for the 2020 Festival. Arts Award and SSF will share information to ensure that only participating schools are accessing this discount.*

## LEVEL: BRONZE

Arts Award Bronze is split into four parts. Within these parts, the young people are asked to complete different tasks and document their work. Throughout the process they must reflect on what they have done. They can do this in writing, photographs, drawings, videos or any other format other people can understand.



## REQUIREMENT:

At each of the four stages, the young people must do something AND provide evidence of what they have done. These 4 parts are as follows:

PARTS	ARTS AWARD CRITERIA
<b>A: Take part</b>	Show how you've developed interest, knowledge and skills in arts through active participation. Record how you developed your skills and what you learnt.
<b>B: Arts review</b>	Experience an arts event as an audience. Reflect on the artistic impact of the event and share your views and opinions on it with others.
<b>C: Arts inspiration</b>	Find out about an artist. Summarise what you've found out and provide evidence of your research.
<b>D: Arts skill share</b>	Plan to pass on your knowledge through sharing a presentation or a delivering a workshop. Review how you did this.

## HOW YOU CAN USE ONE NIGHT OF SHAKESPEARE TO MEET THE ARTS AWARD CRITERIA FOR EACH OF THE FOUR PARTS:

We have used our CSI (Challenge, Support and Inspire) model, to demonstrate the different pathways you could take to achieve your Arts Award Bronze. You might decide to follow the **Inspire** pathway if you are working with older students or working with students outside of a school setting however, it is completely possible to achieve the same result with a group of students if you follow the **Support** pathway.

**SUPPORT**

Achieve your Arts Award Bronze with minimal additional input required outside of your Coram SSF rehearsals.

OR

**CHALLENGE**

Bring Arts Award into your curriculum, your classroom and rehearsal room. It requires some additional work and the tasks are teacher led.

OR

**INSPIRE**

Set your students additional challenges and use the arts experiences you are providing them with as a starting point for their own arts journey. This is set up by you and may require adult supervision but relies on additional independent work from the students.

Please now refer to the **AA BRONZE CSI BREAKDOWN** below to see how you can map your Arts Award to Coram SSF in different ways.

# ARTS AWARD BRONZE CSI BREAKDOWN

(\*) complimentary resources from SSF below



This is an offer on how you can complete each section using the CSI approach.

Within **SUPPORT** and **CHALLENGE** (in bold) there are suggested questions to ask your young people and possible curriculum links you could make. Within the 'Record' section are ideas for how your students can provide evidence. (\*Check out our accompanying resource)

SUPPORT			CHALLENGE			INSPIRE		
Part A TAKE PART	Take part in rehearsals for Coram SSF. <b>Q – What did I do today?</b> <b>Q – What new things have I learnt?</b> <b>Q – What skills have I developed?</b>	<b>Record</b> Answer questions provided by Teacher-Director (*). Do this in a Shakespeare Journal backed up with photographs taken throughout the process.	Part B ARTS REVIEW	Take part in a follow up activity based around your play. E.g Costume design, music composition, movement choreography. <b>Interview one another.</b>	<b>Record</b> Log responses to each part in a range of ways, supported by suggestions from your teacher and perhaps linked to your curriculum needs. For part D ensure you record what you shared carefully and reflect on how it went.	Part C ARTS INSPIRATION	Think about another art form that you are interested in or you engage with outside of rehearsals, the skills you can develop doing it and how you could include this in your Coram SSF show. Look at what local arts organisations are offering virtually with support from an adult.	<b>Record</b> Log responses to each part in a range of ways, including blogging and vlogging.
Part B ARTS REVIEW	Watch a recording of the same play you are rehearsing and compare the two productions. <b>Q – What did I see?</b> <b>Q – What did I like?</b> <b>Q – What could have been better?</b>		Part C ARTS INSPIRATION	Research Shakespeare as a playwright and as an actor. Do this whilst in rehearsals but working on a scene or whilst other 'bubbles' are rehearsing. <b>Teacher director to provide questions (*)</b>		Part D ARTS SKILL SHARE	Teach another cast member something you learnt by taking part in Coram SSF. <b>Q – What will I teach and why?</b> <b>Q – How did this help me during SSF?</b>	
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## Part C: Arts Inspiration (SUPPORT)

### Questions about Shakespeare

- When and where was he born?
- What did his parents do?
- Did he go to school? Find out five facts about his schooling.
- Did he get married?
- Did he have children?
- What did he do?
- How many plays did he write?
- What categories can they be put into?
- What is he famous for?
- What was the name of his company?
- What was the name of the theatres his plays were performed in?
- When did he die?
- What did he look like?
- What did they do that was so special?
- Who celebrates their work now?
- Where can you see their work?
- Which other artists have been inspired by them?
- What are some of the names of other famous writers from his time?
- Find out five more interesting facts about Shakespeare.



## Part B: Arts Review (CHALLENGE)

### Guide to writing a film or theatre review.

Your review needs to follow a certain structure.

#### Introduction:

- Tell your audience who the actors are and give a basic plot summary.
- Let the audience know whether you liked it or not.

*Handy hint: Rather like the introductory paragraph in a newspaper article, this provides a summary, and gives your audience the chance to make an informed decision about whether to see the film or play, without reading the entire review.*

#### Paragraph 1:

- Describe what happens in the play or film, without giving away too much of the plot and ruining it for potential audience members.
- Say who the actors are.
- Give some information about what characters they play.

#### Paragraph 2:

*This is the tricky part where you analyse the film or theatre production and give your personal views*

- Discuss the director's style and choices (such as lighting, sound, use of music, costume and set design etc)
- Give your opinion on the merits of the performances of the individual actors. *Handy Hint: You must remember to say what you enjoyed, and what you thought could have been done better.*

#### Concluding paragraph:

- Summarise whether the film or theatre show is worth seeing
- Provide a star rating (out of five or ten)
- Give details of where and when potential audience members can catch the show.

### Questions to consider

**Target Audience:** Are you writing for adults, teenagers or a younger audience?

**Tone:** What type of publication are you writing for? Is it chatty or more formal?

**Technical Language:** If you are writing about a film, you may want to research some of the following terms: *Mise en scene, editing, cinematography, jump cuts, incidental music, special effects.*

If you're writing about theatre you may want to research some of the following terms: *Set design, proxemics, sight lines, blocking, thrust stage, 'in the round', pyrotechnics*

### Top Tips

1. Try reading a range of reviews from film magazines and newspapers, identifying and annotating the key features
2. Try listening to film review podcasts and radio broadcasts. Do they follow a similar pattern?