

**Arts
Award
Level 2
1 year
course**

www.artsaward.org.uk

This Pack – 4 Tasks

- This pack contains 5 tasks for you to complete. Each task has an introduction to the task. The tasks are:

1. **Task 1** Unit 1 Part A: Identify and plan an arts challenge
2. **Task 2** Identify and plan an arts challenge – Norse Gods/Goddesses **Design**
3. **Task 3** Identify and plan an arts challenge – Norse Gods/Goddesses **Poetry**
4. **Task 4** Putting it all together

What is the Arts Award?

The Trinity Arts Award is a qualification designed to inspire learners up to the age of 25 to grow their arts and leadership talents. It aims to support learners of all levels to take a creative approach to wider skills development. During the Arts Award you will take on challenges in art forms and participate in events that you have organised. You will create a portfolio along the way to record your creative and leadership growth.

Task 1 Identify and plan an arts challenge

- **Can I identify ideas for my personal arts challenge?**
- The following task is to help you explore what art forms you are interested in, what you are confident in, and skills that you would like to develop further. For example – you might enjoy drawing or playing computer games. You might be confident taking photographs, but might want to develop or learn about editing skills like photoshop.
- There is a blank document for you to fill out and a completed version so you can see what other students have written in the past.



Silver Arts Award Unit 1

Part A: identify and plan an arts challenge



Plan

The purpose of this worksheet is to help you identify your personal arts challenge and begin to plan for it. It relates to pages 6 and 7 in the Silver booklet (*adviser note: page 32 in the toolkit*).

What art forms are you interested in/do you like?

Tip: To help you decide on an arts challenge, think about what your strengths and weaknesses are.

What arts/creative skills do you already have or feel confident in?

What arts/creative skills you would like to develop or try out?

Do you have any ideas for possible challenges you could set yourself? You could discuss this with your adviser and record notes here.

You can continue on the next page

Notes continued

Your challenge

Will you be extending an arts skill you already have?

Or are you going to try something new?

Describe your arts challenge here:

Why have you chosen this as your arts challenge?

What will the outcome of your challenge be? (*Eg an end product, a performance, a demonstration?*)

Arts challenge plan

What steps will you have to take to achieve your challenge?



Who or what will you need to help you? *(Eg other people, materials, resources)*



How will you arrange this?



What targets will you set to achieve throughout your challenge, and how will you show you are working towards them?

How will you collect feedback about your arts challenge?

Use this space to add any extra thoughts, notes, comments, or extra evidence

Silver Arts Award Unit 1

Part A: identify and plan

An arts challenge



Plan

The purpose of this worksheet is to help you identify your personal arts challenge and begin to plan for it. It relates to pages 6 and 7 in the Silver booklet (*adviser note: page 32 in the toolkit*).

What art forms are you interested in/do you like?

I'm interested in photography because it can be a beautiful subject. Photography has a lot to offer and is very interesting especially in the season changes because it is very colourful. I like listening to music.

What arts/creative skills do you already have or feel confident in?

Probably taking photos of creative and wilderness things like nice big trees or a foggy lake. I can edit them on photoshop. I also did GCSE Drama so can perform and devise plays.

What arts/creative skills you would like to develop or try out?

Maybe painting because it requires a lot of skill to paint especially pictures of people or anything really because the attention to detail has to be a lot.

Do you have any ideas for possible challenges you could set yourself? You could discuss this with your adviser and record notes here.

Creating something 3D like a recycled plate out of glue and paper/ tissue. I could also challenge myself and make a painting of a person's detailed face to show and prove that I am ready to do this challenge. Photograph and edit pictures with a landscape theme.

Your challenge

- Will you be extending an arts skill you already have?
- Or are you going to try something new?

Describe your arts challenge here:

I am going to be making and designing a foil art work about a Viking god/goddess. I will be using an embossing technique to make it look like it's out of some kind of metal and use paint to make it look older. I will also have a poem and I will have to link the poem to the Viking god/goddess ready for my presentation.

Why have you chosen this as your arts challenge?

I have chosen this because it gives me a challenge, not only to make the art work but also to challenge my English/writing skills with writing the poem I will be linking to the Viking foil embossing work.

What will the outcome of your challenge be? (*Eg an end product, a performance, a demonstration?*)

At the end of my challenge I will have a piece of art work to look like metal but using a foil embossing technique. It will be based on a Viking god or goddess. I could share this with my friends by showing them by taking a picture of setting up a stand and showing loads of people as well as explaining the poem at the same time.

Arts challenge plan

What steps will you have to take to achieve your challenge?

Before I start to emboss the foil I will have to research on the Vikings and most likely on the poem to give me some great ideas. Then I will have to plan what to do as my Viking i.e. what he will look like how he's standing, if I want him to stand or if I have something in my design to represent him. For the poem I will have to leave it for last because I am going to link the poem to the design. Then I can get all the equipment and make the art work. I have done an action plan.

Who or what will you need to help you? (*Eg other people, materials, resources*)

I of course will need all the equipment for the art work like paper the foil pens etc., people like teachers will be extremely useful because they have experience with this to help me make my art work the best as possible. I will need my friends to give me some creative ideas on the poem and art work. I will also need help from the internet to give me some rough ideas on Vikings and poems on Vikings and stuff. I will use the internet to do the research first on the computer.

How will you arrange this?

I will be arranging this by talking and going to DT in school to help with equipment like wood, strong foil, scissors and the devices for bending the foil into shape. We will be relying on the teacher to guide us in lesson I haven't done this technique before. This challenge will be fun especially the designing for the Viking and poem.

What targets will you set to achieve throughout your challenge, and how will you show you are working towards them?

My action plan will be to plan everything including designs and the poem after I've done research for both. I will be taking pictures of what I've done, the photography will show my progress and I can use them to help with my activity log. I will be showing I am working towards my targets because my challenge was to finish the art work and poem.

How will you collect feedback about your arts challenge?

I will be getting feedback from my friends who are doing the challenge with me, this will be helpful because we can compare what we have done. The teachers will also be giving me feedback on what I've done and if I hopefully will do well. We/I will be doing a presentation to the younger years to show how much effort we put into this arts challenge. I could get the feedback by either asking them or if I want to people to write on some paper for me like a review.

Use this space to add any extra thoughts, notes, comments, or extra evidence

Task 2 Identify and plan an arts challenge – Norse Gods/Goddesses

- Can I effectively research ideas for my personal arts challenge?
- You are going to create a piece of art work based on Norse mythology. What do you know about the Norse world and Vikings? Maybe you have watched *Thor*?
- In this challenge you are going to design a piece of art work based on the God/Goddess information provided.

TASK 2



Choose 1 of the following fact sheets (Hel, Loki or Freya.) Read the information and look at the God/Goddess you have chosen. Feel free to use the internet to do further research into your chosen God/Goddess.

- **CHALLENGE – could you research other Norse Gods and design your own piece of art work?**

Facts about Hel:



It is Hel's job to judge and decide the fate of the souls who entered her realm. She is partly decomposed with a face and a body of living woman with a gloomy appearance, but with thighs and legs of a corpse. She was said to be the most powerful goddess. Hel controls a realm of the same name (hell), where she receives a portion of the dead. I chose Hel out of all the Norse gods and goddesses because her gloomy unique appearance stood out to me the most.



4/

Physical appearance

- Half beautiful
- Half rotting
- Bones
- Corpse
- Carcass
- cadaver
- Death
- Rotten
- Foul
- Unpleasant
- Gloomy
- Dark
- Shady
- Murky
- Mysterious
- Shadowy

Other

- Death
- Afterlife
- hereafter
- Death hound (garm)
- Underworld
- Felonious
- ruler
- gate keeper
- guardian
- cold
- negative
- Life summoned
- Odin's enemy
- Realm
- Freezing

Facts about Loki:



Loki was a cunning trickster who had the ability to change his shape and sex. Loki was represented as the companion of the great gods Odin and Thor, helping them with his clever plans but sometimes causing embarrassment and difficulty for them and himself. He also appeared as the enemy of the gods, entering their banquet uninvited and demanding their drink. He was the principal cause of the death of the god Balder. Loki was bound to a rock (by the entrails of one or more of his sons, according to some sources) as punishment. Loki is also considered a god of fire.



Vocabulary List:

- Evil: sinful, malicious, mean, unkind, vindictive.
- Cunning: foxy, sneaky.
- Wicked: distressing, dreadful, appalling, and sarcastic.
- Norse: annoying, likes to play around, childish.
- Mischievous: Naughty, playful, harmful, damaging.
- Bound: unavoidable.
- Treacherous: two faced, false, disloyal.
- Crafty: deceitful, sneaky.
- Ungrateful: unappreciative, unmindful, unpleasant, and thankless.
- Malicious: hateful, spiteful
- Shifty: suspicious, devious, not trust worthy.
- Powerful: potent, great, dominant, controlling, commanding.
- Unstable: unbalanced, unsteady, insecure, erratic.



Facts about Freya:

Freya was the goddess of love and war. She could turn herself into a bird by putting on a magic falcon-skin. One of her symbols was something to do with nature. She was the sister of Frey who made sure that the sun shone, rain fell and the crops grew.



Vocabulary for Freya:

- Cats
- Chariot
- Goddess: idol, spirit, supernatural being, divinity
- War: conflict, battle, confrontation, fighting, warfare
- Peace: harmony, amity, concord, goodwill
- Beautiful: striking, lovely, attractive, gorgeous
- Nature: wildlife, landscapes, flora, fauna
- Turns into a bird
- Magic falcon skin
- Sister of Frey
- Blond hair
- Made her journeys with cats
- Her name translates as The Lady and she is associated with fertility, love and beauty as well as gold and death
- She has two daughters who are named Hnoss and Gersemi
- Fertility: fruitfulness, richness, lushness, productiveness



Task 3 Identify and plan an arts challenge – Norse Gods/Goddesses Poetry

- Can I effectively apply my knowledge of Norse mythology to create a poem?
- In this challenge you are going to create a poem based on the God/Goddess information provided, to go with the design/art work you have already created.

TASK 3



Look at the following poem worksheet for a haiku poem. Choose your poem style, then refer back to the God/Goddess worksheets and use the key words to help you.

- **CHALLENGE** – do you poem and art work link? Do you need to refine your art work? Does your poem represent your chosen God/Goddess?

How to write a haiku poem help sheet:

What is a Haiku?

A haiku is a short, Japanese poem that consists of three lines with a specific amount of syllables.

In line 1 there are 5 syllables.

In line 2 there are 7 syllables.

In line 3 there are 5 syllables.

HAIKU

Butterflies are cool
in the big, huge, green forest.
They fly up so high!

My final poem

Conflict and goodwill (5)

Striking beauty, golden locks (7)

Magic falcon skin (5)

An example of a
haiku poem based
on the Goddess
Freya.

How to write a haiku:

Step 1- choose a theme. For example, Viking Gods, football, nature.

Step 2- make a plan. You can do this by doing a mind map with a range of words and facts about your chosen topic. This will make writing the poem much easier.

Step 3- start writing the first line and count the syllables as you go along. Make sure to do this for each line and remember a haiku poem only has 3 lines!

Vocabulary List for Viking God Freya:

I have decided to write a Haiku poem. This is because will fit perfectly around my art work as I was to write the three lines around the edges and have Freya written at the bottom. To help me write my poem I have made a list of vocabulary to make it easier.

- Cats
- Chariot
- Goddess: idol, spirit, supernatural being, divinity
- War: conflict, battle, confrontation, fighting, warfare
- Peace: harmony, amity, concord, goodwill
- Beautiful: striking, lovely, attractive, gorgeous
- Nature: wildlife, landscapes, flora, fauna
- Turns into a bird
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- Made her journeys with cats
- Her name translates as The Lady and she is associated with fertility, love and beauty as well as gold and death
- She has two daughters who are named Hnoss and Gersemi
- Fertility: fruitfulness, richness, lushness, productiveness

Task 4 Putting it all together

- Can I effectively create a final piece for my personal arts challenge?
- You are now going to create your final design, which is your art work and poem together.
- Will you put more Norse decorations on your final design? Will you adapt the final work? How will you layout your design?

TASK 4

Now you have your poem and your art work – put it all together.



When the course starts we will experiment with putting this design onto metal to create an authentic piece of Norse art work.

- **GOOD LUCK – and keep all your work together**

