

## Bronze Arts Award & Into Film



| Part   | Existing activity that may fit   | Adaptations needed   | Evidence needed  |
|--|--|--|--|
| <b>A: explore the arts as a participant</b>      | <ul style="list-style-type: none"> <li>taking part in a filmmaking project as a crew member (director, script writer, camera operator, editor, sound, animator etc)</li> <li>attending film making workshops</li> <li>taking part in practical film-related activities as part of a school/non school setting film festival</li> </ul>   | <p>Into Film (IF) encourages film watching and film making – film related arts activities that young people can take part in might include acting, sound effects, script writing etc.</p> <p>Evidence of participation in arts activities needs to be recorded. This could be:</p> <ul style="list-style-type: none"> <li>written or piece-to-camera description of activity</li> <li>photos of participants producing their film</li> <li>video diary of the film-making process</li> <li>written summary and reflection on what they learnt or how they improved their skills</li> </ul> | <ul style="list-style-type: none"> <li>description of arts activity</li> <li>evidence of participation</li> <li>summary of what they learnt</li> </ul>       |
| <b>B: explore the arts as an audience member</b> | <p><b>Experience of an arts event</b></p> <ul style="list-style-type: none"> <li>attending a preview screening*</li> <li>attending a film screening at a film festival – either in school or in another setting, (eg. Into Film Festival)</li> <li>attending an educational film screening at a cinema or arts venue</li> <li>attending a screening at own film club</li> <li>festival/preview screening at a cinema or arts centre</li> <li>film set visits</li> </ul> <p><b>Personal reflection</b></p> <ul style="list-style-type: none"> <li>writing a review of a film seen at film club/film festival/preview screening</li> </ul> | <p>Young people must include evidence in their portfolios of all three areas.</p> <p>Evidence of experiencing an event might be a ticket, programme or photo of a young person at a screening.</p> <p>Reviews can be written, spoken or filmed and sharing can be via discussion, an online post or publication of a print review.</p>   | <ul style="list-style-type: none"> <li>experience of at least one arts event</li> <li>personal reflection</li> <li>sharing reflection with others</li> </ul> |

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|                             | <p><b>Sharing reflection with others</b></p> <ul style="list-style-type: none"> <li>taking part in a post screening discussion</li> <li>filming their review and showing it to others</li> <li>blogging their review</li> <li>sharing their review on the Into Film website</li> </ul> <p><b>Note:</b> Encourage young people to review the work of others and not films they have produced themselves</p>   |   |  |
| <b>C: arts inspiration</b>  | <ul style="list-style-type: none"> <li>watching Into Film (IF) webcasts or short video interviews with film industry specialists</li> <li>researching the work of that specialist on the IF website</li> <li>discovering other films by the film industry specialist on the IF website</li> <li>researching and interviewing a local filmmaker (this could be someone delivering film workshops at school)</li> <li>interviewing a film industry specialist at a red carpet premiere or press junket*</li> <li>asking prepared questions at a visit from a film industry specialist</li> </ul> | <p>Create opportunities for young people to provide a summary of what they found out and why their chosen person inspires them. Summaries could take the form of a poster, presentation, short film, blog post or podcast.</p> <p>Evidence of research and summaries should be included in arts logs.</p> <p><b>Note:</b><br/>Encourage young people to identify and research their personal arts inspiration if separate from specialists they access through Into Film. The examples on the left could still be used to model the approach of research needed for this section.</p> | <ul style="list-style-type: none"> <li>evidence of research</li> <li>summary of findings</li> </ul>  |
| <b>D: arts skills share</b> | <ul style="list-style-type: none"> <li>demonstrating how to write a review using resources on IF website</li> <li>hosting a film/animation screening along with a sharing of filmmaking or animation skill, eg how to animate with clay (this could be</li> </ul>  | <p>Provide opportunities for young people to plan and reflect on how their skill sharing activity went. They may want to gather feedback from participants to help them do this.</p> <p>Ensure the skill sharing activity is captured (eg on film or in photos), as well as evidence of planning</p>  | <ul style="list-style-type: none"> <li>explanation &amp; plan for activity</li> <li>evidence of activity</li> <li>reflection on how it went</li> </ul> |

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|      | <p>demonstrated through a focused Q&amp;A or practical activity)</p> <ul style="list-style-type: none"> <li>▶ sharing filmmaking skills in a short presentation to your group</li> <li>▶ delivering an element of a filmmaking workshop (such as setting up the camera, directing a scene)</li> <li>▶ demonstrating a skill to others either in a group or one to one (how to animate using stop frame techniques, how to edit)</li> </ul> | and reflection.    |                 |

\* This is an opportunity offered via the Young Reporters programme