

Changes to the Expressive Arts Short Course

Information for centres: Summary of changes from the 2015 version to the 2019 version

ASDAN has recently updated the Expressive Arts Short Course to modernise the challenge content. Challenges across all modules have been reworded to include a greater variety of expressive arts, including visual arts, performing arts, music, crafts and writing. A number of challenges have been amended to include references to social media and technology (eg digital arts) and to cover topics related to mental health and wellbeing.

The module titles have been amended to better reflect the creative process of exploration, experimentation, development and reflection. The order of modules 4 and 5 have been swapped so that **Module 5: Careers in the arts** is the final module.

Centres can still use **Module 3: Develop** to accredit an extended project of up to 60 hours and this module now includes a greater variety of options. **Module 5: Careers in the arts** has been updated to more accurately reflect the wide range of careers in the creative sector, with new challenges focused on self-employment and freelance working.



Changes to challenges

The table on the following pages summarises the changes between the 2015 Short Course and the latest version. In particular, it highlights the challenges that have changed significantly so practitioners can plan accordingly and gather the necessary resources.

The challenge reference is listed in the left-hand column, with a brief overview of the current 2015 challenge in the second column. The right-hand column details the changes made to the 2019 version. Challenges with no proposed changes are not listed in this table.

If the changes to this version have removed a challenge that you have previously used successfully and don't want to lose, please make use of the "Other agreed challenge" option within each section.

Changes to the Short Course format

In March 2018, ASDAN made some changes to the Short Course format. These changes were made to more accurately reflect modern terminology and teaching methods, while retaining the key aspects that centres value about our Short Courses.

These changes do not affect the structure of Short Courses in any way; we hope that they will make Short Courses more relevant and easier to use. A summary of the changes is available to download from: members.asdan.org.uk/my-courses/short-courses

Tutor notes and resources

- The Expressive Arts tutor information booklet includes more details for those delivering the Short Course. This document is free to download from: members.asdan.org.uk/my-courses/short-courses
- A Quick Guide to Short Courses offers step-by-step guidance for delivering any ASDAN Short Course. This document is free to download from: members.asdan.org.uk/my-courses/short-courses
- Supporting resources can also be found on the Orb – ASDAN's Online Resource Bank: www.theorb.org.uk

Module 1: Explore		
1A1	Share ideas about creative and expressive arts experiences from childhood onwards. Investigate opportunities for active involvement in your community. Describe an arts experience of your own.	Amended – Share ideas about creative and expressive arts experiences from childhood onwards. Describe a memory of an expressive arts experience in detail, including how you were involved and how much you enjoyed it.
1A2	Start and maintain a sketchbook diary.	Amended previous 1A1 – In a group, explore opportunities for expressive arts involvement in your local community. Produce a list of groups, organisations and facilities in your local community.
1A3	As a group, discuss creative people that have influenced you. Explore aspects of their work or lifestyle that appeal to you. Produce a visual display.	Amended previous 1A2 – Start and maintain a thinking diary.
1A4	Take part in warm-up or introductory sessions for a performing arts activity.	Previous 1A3
1A5	Experiment with ideas for depicting a well-known character, object or concept.	Previous 1A4
1A6	Investigate the design and style of a newspaper, magazine or website. Discuss the design features used; report back on your findings.	Previous 1A5
1A7	Visit a place of artistic interest. Before you go, discuss your expectations; after your visit, comment on how accurate your expectations were.	Previous 1A6
1A9	Visit a site that is rich in creative source material. Record images, notes and impressions from your visit and consider how you might use this material.	Amended previous 1A7 – Visit an arts venue. Before you go, list your expectations for the visit; during your visit, collect images and record your impressions and ideas; afterwards, make comments on how realistic your expectations were.
1A10	Other agreed challenge	Previous 2A5 – Go to a performance, presentation, exhibition or other arts event. Discuss the event afterwards with your group and compare the experience of being a member of the audience with that of being the artist.
1A11	–	Other agreed challenge
1B2	Devise a programme of warm-up exercises or skills practice sessions. Write up individual session plans for the programme. Lead the sessions.	Amended – expanded to include gathering feedback from the participants.
1B3	Produce a layout plan or model of an arts event.	New – Research the positive impact that expressive arts can have on mental health and wellbeing. Present your findings using statistics and data to support your conclusions.
1B6	Research and compare ways your society is represented through the arts. Plan an international arts focused link with a community similar to your own. Present your research and plans using images and sound.	Amended – references to society replaced with culture. Draft a plan for an intercultural event with another centre or group.

Module 2: Create, perform, present		Module 2: Experiment
2A3	Create a short video diary or talking heads film to record individual creative activity or contributions to a group production.	Amended – reference to talking heads film replaced with vlog. Scope of challenge expanded from group production to group project.
2A4	Take part in a performance or exhibit work you have created.	Amended – expanded to include showing evidence of your involvement.
2A5	Go to a performance, presentation, exhibition or other arts event. Discuss the event afterwards with your group and compare the experience of being a member of the public with that of being the artist.	Amended previous 1A9 – Visit a site that is rich in creative inspiration. During your visit, collect images and record your impressions and ideas. Afterwards, reflect on how you might use your experiences to influence your creative work.
2A6	Give a talk or presentation by yourself, with a partner or in a small group about one of the following...	Amended – list of examples expanded to include: an artist or maker you admire; a technique or creative skill you are interested in.
2A7	Do some basic computer training in one aspect of expressive arts. Demonstrate to another person what you have learnt.	Amended – list of examples expanded to include more digital arts.
2A8	Create a piece of digital music. Or Create a piece of digital art.	Amended – Create a piece of digital music or art. Compare this with your experiences of producing music or art using non-digital techniques.
2A9	Design and produce an advert or leaflet.	Amended – Design and produce an advert, leaflet or poster for an arts event of your choice.
2B1	Create a piece of 2D or 3D art over a few weeks. Provide evidence of planning and design of your work.	Amended – reference to over a few weeks replaced with over an extended period.
2B5	For a forthcoming stage production produce a plan or design for one of the following aspects... Follow the process through to production. Keep a record of what you do.	Amended – diorama added as an outcome. List of aspects expanded to include costume design.
2B6	Present a graphic report or an advert, imagining it is being presented on TV or radio. Include a storyboard.	Amended – reference to radio removed. Present a graphical report or an advert for TV or video.
2B7	Do one or more of the following digital arts activities.	Amended – reference to demo CD replaced with demo recording.

Module 3: Arts in action		Module 3: Develop
3A1	Produce a major piece of creative work, which could draw on any or all of the other modules in this book.	New – Create a piece of art using one or more art forms. Keep a journal showing your activity and creative process, including research, experimentation, ideas, development and feedback.
3A2	Take part in a series of workshops, a course, or group sessions over a period of time. As you progress, include regular monitoring.	Amended previous 3A1 – Manage the production of a major piece of creative work. Keep records to show: your involvement at each stage; reviews of your progress; any problems you encountered and how you solved them; your awareness of health and safety.
3A3	Learn a new skill over a period of time. As you progress, include regular monitoring.	Amended previous 3A2 – Take part in a series of creative workshops, a course, or group sessions over a period of time. Keep records to show: your involvement at each stage; reviews of your progress; any problems you encountered and how you solved them; your awareness of health and safety.
3A4	Mentor a group to help them improve their expressive arts skills. As your mentoring sessions progress, include regular monitoring.	Amended previous 3A3 – Learn a new creative skill over a period of time. Keep records to show: your involvement at each stage; reviews of your progress; any problems you encountered and how you solved them; your awareness of health and safety.
3A5	Other agreed challenge	Amended previous 3A4 – Mentor a group to help them improve their expressive arts skills. Keep records to show: your involvement at each stage; reviews of your progress; any problems you encountered and how you solved them; your awareness of health and safety.
3A6	–	New – Organise and run a community arts event or project. Keep records to show: your involvement at each stage; reviews of your progress; any problems you encountered and how you solved them; your awareness of health and safety.
3A7	–	New – Other agreed challenge

Module 5: Appreciate, applaud, review		Module 4: Reflect
A2	Find out about fan clubs and appreciation societies. Compare several groups and consider... Carry out a survey to find out how many people you know belong to a fan club or similar.	Amended – list of aspects to consider expanded to include use of social media.
A4	Reflect on how you have developed one particular expressive arts skill. Write notes about your feelings and improvement over time and any positive effects on other aspects of your life.	Amended – to include a focus on mental health and wellbeing
A5	Other agreed challenge	New – Find out how artists, musicians and other creatives use social media to share and get feedback on their work. As a group, discuss the positive and negative impacts of social media on creativity.
A6	–	New – Identify a work of art that you find particularly inspiring. Share your choice with others; explain what you like about this piece of work and how it has inspired your own practice. Listen to examples shared by others.
A7	–	New – As a group, select a creative performance or piece of work to review. Share your personal interpretation of the work and compare it with other members of the group. Identify any differences in your interpretations and discuss the potential reasons for these differences.
A8	–	New – Other agreed challenge
B1	Give a presentation that shows you have developed a greater understanding of something, acquired a new skill or developed a skill you already had.	Amended – Present a review of your development in an aspect of expressive arts. For example, you might have developed a greater understanding and appreciation of something, acquired a new skill or developed a skill you already had. Your review could be in the form of a video diary, illustrated logbook, demonstration, performance or exhibition of work with commentary.
B3	Produce a detailed evaluation of an arts venue you have visited. Write a website review to recommend (or not) this venue to others.	Amended – Produce an in-depth review of an arts venue or event. Write a website review, publish a blog or film a vlog about this venue for other people.
B5	Other agreed challenge	New – Set up an arts appreciation group that meets regularly to experience and review expressive arts. Show records of your involvement in the group over a period of time, including details of the works you have experienced and your own reflections.
B6	–	New – Other agreed challenge

Module 4: Working in the arts		Module 5: Careers in the arts
A1	In small groups, discuss the kinds of jobs available in the arts and produce a list. Choose one job from the list and find out more about it.	Amended – wording changed to encourage students to ‘consider roles in a range of industries, including supporting and behind the scenes roles.’ List of aspects expanded to include entry routes.
A2	Find out about volunteer opportunities in the creative and cultural industries. Contact an organisation that works with volunteers for more information. Report on your findings.	Amended – wording changed to encourage students to ‘contact one organisation that works with volunteers for more information, including how you can get involved.’
A3	Interview at least one person who works in the arts to find out about their role. Decide on your questions in advance and take notes. Publish a summary in a community magazine/bulletin or publish it on a website.	Amended previous B2 – Find out about education and training opportunities that would develop your skills in expressive arts. Make notes showing what you like and dislike about each course. Produce a summary of what is available locally and further away.
A4	As part of a team, contribute to the creation of an arts project. Chart your involvement from start to finish, describing the highs and lows of working in a group. Devise a creative way to show this.	Amended previous A5 – Contact a creative business or organisation in your area. Find out how this organisation is involved with and benefits the local community.
A5	Contact one of the following organisations in your local area. Find out how this organisation is involved with and benefits the community.	New – Research the life and works of a well-known arts figure in a field that interests you, including how they got into their chosen field. Present this as a timeline of their life.
A6	Other agreed challenge	New – Investigate grants and other funding opportunities that are available to those working in the arts or for arts projects. Find out what is involved in applying or bidding for funding. Draft an application for an arts funding opportunity of your choice and get feedback on your proposal.
A7	–	New – Identify an arts-based role that interests you. Find job opportunities working for an employer and compare these with opportunities available on a self-employed or freelance basis. As a group, discuss the advantages and disadvantages of these two types of employment.
A8	–	Amended previous A3 – Contact an artist or other professional working for themselves in a creative role. Interview them and find out about: what they do; why they choose to work for themselves; the advantages and disadvantages of working on a freelance or self-employed basis. Produce a summary of the interview in a format of your choice.
A9	–	New – Investigate different ways of selling products or services in the creative industries. Compare two approaches to selling the same product or service. Produce a list of advantages and disadvantages for each approach, say which you prefer and why.
A10		New – Other agreed challenge

2015 Expressive Arts Short Course

2019 Expressive Arts Short Course

B1	Complete a period of work experience in any arts-related field. Keep a record of your involvement.	Amended – Organise and take part in a work experience placement (at least 10 hours) that involves working in any arts-related field. Keep a diary of your experiences, reflecting on aspects of the job you like best and those you like least. Use this experience to help you make choices about your future career.
B2	Investigate post-16 training courses in areas of the expressive arts that interest you. Present your findings.	New – Organise and take part in a period of volunteering (at least 10 hours) for an arts-related project or charity. Update your CV to reflect this involvement.
B3	Spend a day or more shadowing someone who works in the media. Summarise the experience. Write to thank them.	Amended – Spend a day or more (at least 10 hours) shadowing someone who is self-employed and works in the arts, media or creative industries. Summarise your experience in a creative format, describing what you found particularly informative, inspiring and influential. Share your summary with the person you shadowed and thank them.
B4	Investigate training and careers options for artist-support or behind-the-scenes jobs. Report on your findings.	New – As part of a group, set up an arts enterprise or business based on: producing, performing or selling your own art; or providing arts services. Keep a record of your activities and your accounts and evaluate the success of your business.
B5	Chart the careers of several 'high flyers' in the arts. Make notes on any similarities and produce an amusing visual guide for others.	New – Take part in at least one competition or event run by an arts organisation. Describe how it could develop your skills and raise your profile in the art world.
B6	Other agreed challenge	New – Research what is involved in setting up and running an arts business as a sole trader. Produce a guide that includes information on: company registration; accounts and tax; marketing; premises; insurance; support and advice.
B7	–	New – Other agreed challenge



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