



ARTISTIC EVALUATION

It should be noted the views expressed in this evaluation are intended to represent, as far as possible, an objective aesthetic judgement. Specialist advisors and officers should avoid making judgements based on their own personal tastes and preferences.

Artist/Company: various

Venue: Tanshill Primary School, Glenrothes

Title of Event: **STDT workshop**

Type of Event: (e.g. performance, exhibition, informal showing, work-in-progress, workshop, screening, lecture etc)
Workshop for P5

Date of Visit: **24 May 2007**

Overall Rating:

(Please rate the event overall, taking into account your ratings for each section. Please state the key reasons for your overall ratings – i.e. the particular strengths and weaknesses. If the management of the event affects the overall enjoyment of the event, please comment, but the overall rating should be based on the artistic merit of the event.)

Excellent. The tutor had a lovely teaching style and encouraged the children to learn five different dances in an hour and a quarter session.

Name: Susan Hay

Date:25/05/07

Scottish Arts Council Officer

This report has been commissioned by the Scottish Arts Council to evaluate the artistic quality of the production named above. It has been prepared by either a specialist Advisor, or an officer of the Scottish Arts Council, as indicated at the end of the form. The report will be circulated to the organisation which produced the work and to the management of the venue, if the venue is core funded by the Scottish Arts Council.

The report will form evidence for the Artistic Leadership and Public Engagement sections of the Quality Framework and be taken into account in assessing the work of the producing company in relation to applications for funding to the Scottish Arts Council. It may also be used by the Joint Board to report on the overall performance of its funded organisations.

Evaluators should enter their rating under each section, explaining briefly their reason for the rating with reference to their comments under each section. Ratings should be given in accordance with the following:

- 1 - Very Poor** – standard falls well below what is acceptable.
- 2 - Poor** – not attaining acceptable standards of conception or presentation.
- 3 - Competent** – routine rather than especially interesting.
- 4 - Good** – well conceived and executed
- 5 - Excellent** – conceived and executed to a high standard.

1. Artistic Assessment

Please evaluate the artistic quality of the event, with particular reference to the strengths and weaknesses of the following:

Artform	Criteria	Rating	Comments and key reasons for rating
All	Vision and imagination of work - Quality of ideas, skills in execution; if you've seen the work of this artist(s)/ company before, please comment on the comparison.	Good	A range of ceilidh dances were taught - Gay Gordons, Strip the Willow, the Flying Scotsman, Dashing White Sergeant and Virginia Reel. This was a good mix of different partner dances and useful ones to learn for participating in future ceilidhs.
All (if relevant)	Curatorial/ programming vision/ selection Please indicate how the event originated eg from the exhibiting/ producing organisation, artist-led or commissioned. If the event is part of a Festival, please say how it contributes to the overall programme.		n/a
All	Success of event against stated aims - in the programme or other printed material, including how well it communicated the artistic themes. Education events – see ¹ below for guidance	Good	The workshop engaged the children and got them dancing. They enjoyed the explanation given for the naming of the Flying Scotsman and the chance to make noises as part of the dance.
All	Performers/tutors - technical standard, performance skills and ability to communicate and engage. Where performers are not trained, please reflect this in your comments.	Excellent	The tutor's teaching style was very relaxed, but no nonsense. She engaged the children with a quick warm up before teaching them the dances. Dances were demonstrated, then the children received personal correction before dancing the dance to music. She managed to engage all the children, even one wee boy who wasn't keen on holding hands! There was good support from the primary teacher.
Dance, Theatre	Choreography/Use of choreography - originality, use of space, number and use of dancers, length of piece, etc	Good	There was a range of dances taught – partner, progressive and group dances.
Theatre	Script – particularly in relation to new work or second productions. Relevant to classics where the original has been substantially changed.		n/a

¹ Education is a bridge between artform excellence and increased access and participation, and it is people centred. Providing opportunities for learning and progressing in an artform or using an artform to address other, non-artistic, outcomes are equally valid; in either case a high quality strategic approach is required in order to benefit the participants and the organisation. Delivery can be through workshops, post/pre-show discussions, outreach work, etc aimed at any age group.

Artform	Criteria	Rating	Comments and key reasons for rating
Theatre, Dance	Direction - Concerns issues of interpretation, casting and presentation.		n/a
Dance, Theatre	Use of music – appropriateness and effect of sound or music (whole/part, live/recorded) to the production.	Competent	Recorded music was used. Mainly accordion based ceilidh music. This had a strong beat that was easy for the children to follow and included well known tunes.
Dance, Theatre	Design – costume, set, lighting. Take into account how appropriate the design is in relation to the venue and, where appropriate, the touring schedule.		n/a
All	<p>Quality of Presentation/Engagement</p> <p>Performing Arts - technical presentation of the production (eg lighting and sound cues, etc).</p> <p>Crafts/Visual Arts - Use of equipment, space and overall layout/hang</p> <p>Education events - relevance/ appropriateness of presentation and teaching methodology (one to one, group, child centred); details of participant group and activity, including genre.</p>	Excellent	The children all joined in with the workshop and enjoyed themselves. They found it quite tiring, but only stopped for one short water break. All left with smiles on their faces, having had a good workout and a sociable time.
All	<p>Audience</p> <p>Performing Arts - appropriateness of the production for the audience/participants; estimate the size and reaction</p> <p>Crafts/Visual Arts – time spent, interest, activity, and visitors' books comments, number of visitors/ participants at the time of visit</p> <p>Education/learning – pre-event involvement, participants/ schoolteachers reaction, understanding, commitment, enthusiasm, number involved, etc</p>	Good	As above. Good support from the school teacher. Evaluation forms handed out for completion at a later time by the children.
All	<p>Additional Interpretative activity – what activities were available to enhance the experience of the event eg workshops, artist's talks, discussion groups? Please indicate age-groups targeted.</p>		There is a gathering of primary schools at Rothes Hall to have a large ceilidh in June which is the culmination of all the workshops.

Artform	Criteria	Rating	Comments and key reasons for rating
All	Outcomes of education activity – what learning/skills development took place? What did participants take away with them? Are education resources being provided for follow up work? Is it strategically linked to the curriculum (formal or informal)?	Good	Children were clear on five dances by the end of the session. This is the first of two sessions leading up to the large ceilidh at Rothes Hall. There did not seem to be any education resources provided, but dances taught were ones that were familiar to the teacher already, so she would be able to do follow up work.

2. Management of Event

Please evaluate the way the event was presented/organised by the organisation and the venue, with reference to the checklist below, including additional comments/observations. Please try to view the venue and the services, and interpretative material as though you had never visited it before eg if you did not know the venue's location, how easy would it be to find your way there, and to find your way around once you had arrived?

Criteria	Comment
Suitability of the venue for the event	Primary School hall – clean floor and large space suitable for this kind of activity.
Information/ interpretive material at venue - programmes, displays etc.	Tutor had STDT t-shirt on.
Publicity/ pre-publicity – leaflets, posters, websites, etc. What is produced, is it easy to understand and where can you get the information? Please be alert to the publicity available prior to your visit to the event and comment on the company/organisation's website.	n/a
Ease of booking and payment	n/a
Location of venue – eg is it easy to find? Is it on a main transport route?	I drove to the school as I was unclear about transport links. It was easy enough to find and not far from Glenrothes town centre.
External signage and signposting	Good external signage.
Internal directional signage	Limited internal signage
Access and provision for disabled people – what can you see?	Ramp leading up to the school and it was all on one level.
Timing of the event – was the length appropriate? Did the start and finish time seem to be appropriate for the audience?	9.15 – 10.30am The children kept moving the whole time.
Customer service - quality and efficiency of staff (e.g. box office, front of house, bar and/or catering)	Local teachers were welcoming.
Acknowledgement of Scottish Arts Council Funding ²	The Scottish Arts Council logo was on the evaluation forms handed out.

² In press releases, at launches, on all published materials (including leaflets, brochures, programmes, posters, company's website, notices display, exhibition materials, websites and advertising, recordings, publications, video, broadcasts, computer programmes etc.) Where the event is publicised in the programme brochure of another organisation (eg venue, gallery, etc) then SAC acknowledgement should appear against the particular programme entry for this event.