



### 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:** Y Dance  
**Venue:** Holyrood Secondary /Sports Centre  
**Title of Event :** Free to Dance project  
**Type of Event:** taster class  
**Date of Visit:** 11 February 2009  
**Overall Rating:** 4: Good

This was a well presented class designed to get girls to dance. The tutor led the class with confidence and enthusiasm, encouraging the girls to join in and to create their own moves.

Name: Susan Hay

Date: 13/3/09

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.	4	A good fast paced class aimed at getting the girls warmed up quickly so that they had time to be creative themselves.
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 <sup>1</sup> below for guidance	4	The focus of the project to get young girls moving, rather than on any specific artistic theme.  <i>'We're helping teenage girls get fit and feel good about themselves through our new Project - Free To Dance. From 2008 to 2011, with funding from the Scottish Government Health Department, we're working in Ayrshire, Glasgow and Orkney to give young women in these areas the chance to get moving. We believe anybody can dance and everybody can get something from a positive dance experience.'</i>  This class met these aims albeit the class was quite small.
All	Performers/tutors - technical standard, performance skills and ability to communicate and engage.  Where performers are not trained, please reflect this in your comments.	4	The tutor was a warm, vibrant person with a passion for dance who led the class with confidence. There were some in the class who had not participated in the previous four sessions, so could have done with additional support during the creative section. However, there was little support from the PE teacher who sat and observed the class.
Dance, Theatre	Choreography/Use of choreography - originality, use of space, number and use of dancers, length of piece, etc	-	N/A

<sup>1</sup> 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.

<b>Artform</b>	<b>Criteria</b>	<b>Rating</b>	<b>Comments and key reasons for rating</b>
Theatre	Script – particularly in relation to new work or second productions. Relevant to classics where the original has been substantially changed.	-	N/A
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.	4	The tutor used modern music which was familiar to the class and very catchy.
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><b>Quality of Presentation/Engagement</b></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>	4	This was the fifth class in the session of taster workshops. The workshops had introduced the girls to a range of dance styles. There were 12 people in the class, with some girls joining the class for the first time. Once they had been warmed up through a combination of exercises and games, the girls were split into groups to create their own dance. Those who were new to the class had more difficulty in this task and needed more support, others were happy to have the chance to be creative. The girls were not confident enough to share what they had come up with to the rest of the class. Overall the girls left the class with smiles on their faces.
All	<p><b>Audience</b></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>		As above.
All	<b>Additional Interpretative activity</b> – what activities were available to enhance the experience of the event eg workshops, artist's talks, discussion groups? Please indicate age-groups targeted.	-	N/A
All	<b>Outcomes of education activity</b> – 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)?	4	This was a taster workshop. YDance will be setting up after school groups for the girls to develop their skills. Within this programme, they will also have the opportunity to perform.

## 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	Large dance studio within a sports centre with mirrors on 2 sides.
Information/ interpretive material at venue - programmes, displays etc.	None obvious
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.	There is information on YDance's website about the programme.
Ease of booking and payment	N/A
Location of venue – eg is it easy to find? Is it on a main transport route?	I was driven to the sports centre. There did seem to be a bus stop nearby.
External signage and signposting	Good
Internal directional signage	Good
Access and provision for disabled people – what can you see?	The building has been recently built. I saw lifts and disabled toilets.
Timing of the event – was the length appropriate? Did the start and finish time seem to be appropriate for the audience?	Lunchtime slot of 40 minutes – appropriate for a taster.
Customer service - quality and efficiency of staff (e.g. box office, front of house, bar and/or catering)	N/A
Acknowledgement of Scottish Arts Council Funding <sup>2</sup>	Yes on the company's website.

<sup>2</sup> 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.

**3. Organisation's Comments (optional)**

This is the organisation's opportunity to respond to points raised within this assessment. Please do not feel obliged to fill this section in. In the spirit of the Quality Framework, we would ask that any comments are self-evaluating, providing an insight as to why, if there is, a major disagreement of response between the organisation and the evaluation, in a constructive way.

This will not alter the rating given by the assessment, but will allow the organisation the opportunity to give their opinion/feedback. The Scottish Arts Council reserves the right to edit comments if they are deemed to be libellous or defamatory.

As the Scottish Arts Council implements the Quality Framework internally, we intend to publish artistic evaluations on organisations that we support regularly on our website. The final artistic evaluation, including the organisation's response will be published on a quarterly basis on our website.

Please keep your response to max 500 words. If we do not hear from you in 15 days, we will assume that you do not want to respond.