



### ARTISTIC EVALUATION

This evaluation is intended to represent an objective aesthetic judgement. **Specialist advisors and officers should avoid making judgements based on their own personal tastes and preferences wherever possible.**

<b>Artist/Company:</b>	Y - Dance
<b>Venue:</b>	St Andrews Community Centre, Coatbridge
<b>Title of Event:</b>	Teacher Training Workshop - Dance in the Classroom
<b>Type of Event:</b>	Workshop
<b>Date of Visit:</b>	11 <sup>th</sup> February 2010
<b>Overall Rating:</b>	Good
<p>In addition to other activities Y-Dance runs courses for teachers to encourage and develop dance and movement skills in relationship to the Curriculum for Excellence. The workshop visited was the fifth in a series of eight held in St Andrew's Community Centre, Old Monklands Road, Coatbridge, led by Sarah Stuart, Y-Dance Company Dance Development Officer.</p>	
<b>Name:</b> Sally Hobson	<b>Date:</b> February 2010
<b>Specialist Advisor</b>	

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 on 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 future 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:**

- Very poor**- standard falls well below what is acceptable.
- Poor** - not well conceived and executed
- Satisfactory**
- Good** - well conceived and executed
- Very Good** – well conceived and executed to a very good standard
- Excellent** – Inspiring and executed to an exceptionally 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 <ul style="list-style-type: none"> <li>• Quality of ideas</li> <li>• if you have seen other work of this artist(s)/ company before, please comment on any relevant comparisons</li> </ul>	Good	<p>The workshop presented on 11<sup>th</sup> February had an individual work plan that was part of an overall course spanning eight week to stimulate ideas for the use of dance in schools as part of Arts across the Curriculum within the Curriculum for Excellence. The course is an 8 week block of classes which cover creative dance ideas working with:</p> <ol style="list-style-type: none"> <li>1. a theme</li> <li>2. cross-curricular ideas</li> <li>3. different dance styles</li> </ol> <p>The workshop on 11<sup>th</sup> February had an Egyptian theme, and gave a series of ideas and practical skills which could be developed over five weeks with a primary 5 – 7 group.</p> <p>Lesson plans and ideas were considered within a classroom context and were relevant to the needs of the teacher in a classroom working with a range of mixed ability groups.</p> <p>In addition to the completion of tasks set, the teachers were also set homework for the following workshop, which was to bring an idea to be developed. This would act as the initial stimulus for each teacher to consider the creation of a four week dance project for the classroom.</p>
All (if relevant)	Curatorial/ programming vision/ selection <ul style="list-style-type: none"> <li>• How does it fit within the artistic vision of the organisation?</li> <li>• If the event is part of a Festival, please say how it contributes to the overall programme.</li> </ul>	Good	<p>The workshop worked clearly within the artistic vision of the organisation's aims and objectives - <i>"YDance (Scottish Youth Dance) is the National Youth Dance Agency for Scotland. As a leading provider of quality dance education, we encourage all young people to get active and develop their creativity through dance."</i></p> <p>In addition <i>"to help achieve the outcomes of the new Curriculum For Excellence in a number of different ways."</i></p>
All	Success of event against stated aims of project and/or performance <ul style="list-style-type: none"> <li>• How does it relate to information contained in the programme, the website or other printed material?</li> <li>• How well did it communicate the artistic themes?</li> <li>• How did the event originate eg from the exhibiting/ producing organisation, from the artist or from commission?</li> </ul>	Good	<p>The 8 week block of classes covers creative dance ideas working with a theme, cross-curricular ideas and different dance styles.</p> <p>In addition the block of classes integrate the use of the learning resources of Y-Dance – including online, DVD and printed material.</p>

Artform	Criteria	Rating	Comments and key reasons for rating
All	<b>Performers/tutors</b> <ul style="list-style-type: none"> <li>• What is the expertise of the performers? Where performers are amateur, please reflect this in your comments.</li> <li>• How successfully did the performer(s) communicate with and engage the audience?</li> <li>• In your view, was an artist as a tutor key to the success of the workshop?</li> </ul>	Good	<p>Sarah Stuart, the course and workshop leader was proficient and friendly. Having successfully built up relationships with the teachers over the previous four weeks she further developed this relationship and encouraged them to work through a series of complex tasks during the twilight session.</p> <p>After a full school day the group was enthused and motivated by the activities and ideas. The class held the focus working till 5.45pm.</p>
Dance, Theatre	<b>Choreography/Use of choreography</b> <ul style="list-style-type: none"> <li>• Was the work original?</li> <li>• How was the space used?</li> <li>• How many dancers were there and how were they used?</li> <li>• How long was the piece?</li> </ul>	Good	<p>The class successfully encouraged by the use of choreography and simple dance vocabulary the following outcomes-</p> <ol style="list-style-type: none"> <li>1. exercise of the body whilst learning;</li> <li>2. development of understanding of the body and dance;</li> <li>3. creative development of dance ideas;</li> <li>4. teamwork and individual task completion;</li> <li>5. working with a partner, experiential and three-dimensional learning with the body;</li> <li>6. improvisation and development of ideas;</li> <li>7. taking ideas and images from the page and translating them onto a stage through dance;</li> <li>8. using resources in an imaginative way.</li> </ol>
Theatre	<b>Script</b> Please comment on this for: <ul style="list-style-type: none"> <li>• new work</li> <li>• second productions</li> <li>• classics where the original has been substantially changed</li> </ul>	N/A	
Theatre, Dance	<b>Direction</b> <ul style="list-style-type: none"> <li>• Was the work well interpreted?</li> <li>• Was it well cast?</li> <li>• Was it well presented?</li> </ul>	N/A	
Dance, Theatre	<b>Use of music</b> <ul style="list-style-type: none"> <li>• Did the music/ sound used enhance the production?</li> <li>• Is it live or recorded?</li> </ul>	Good	<p>The pre-recorded music was used in different ways to encourage a change of pace for the teachers - ranging from warm-ups and up-beat starting exercises right through to stimulating the formation of ideas as part of the tasks set. The music was appropriate.</p>
Dance, Theatre	<b>Design</b> <ul style="list-style-type: none"> <li>• How were the costumes, set and lighting?</li> <li>• How did it work in the venue?</li> <li>• Was it technically proficient? (eg lighting and sound cues, etc).</li> </ul>	N/A	
All	<b>Quality of Public Engagement</b> Performing Arts/Education - <ul style="list-style-type: none"> <li>• Was the production/event targeted at a particular audience?</li> <li>• Was the production /event appropriate for the audience/participants?</li> <li>• Were you/ engaged/inspired?</li> <li>• Did the audience/ participants appear to be engaged/inspired?</li> <li>• What was their response?</li> </ul>	Very good	<p>The teachers were very engaged and responded actively with enthusiasm to the tasks set by the Y-dance leader.</p> <p>There was a strong and comfortable collective will to work, and take on challenges.</p> <p>Relationship between teacher and class was positive and engaging.</p>

Artform	Criteria	Rating	Comments and key reasons for rating
	<ul style="list-style-type: none"> <li>• Approximately how many people were there?</li> <li>• Did there appear to be a broad mix of people – age, cultural diversity or disabled?</li> <li>• Are BSL/captioned/audio described performances offered as part of the run/tour/? If so how many?</li> <li>• What activities or supporting materials were available to enhance the experience of the event eg workshops, artist's talks, discussion groups programmes, on line info?</li> <li>• Were these targeted at specific age groups?</li> </ul> <p>Education/learning events: In addition, please provide comments on the following (if appropriate):</p> <ul style="list-style-type: none"> <li>• How was it taught/led eg one to one, group, child centred?</li> <li>• What was the composition of the participant group – age range, gender mix?</li> <li>• Is it strategically linked to the curriculum or national policy areas e.g. Early Years, Community Learning &amp; Development</li> <li>• What learning/skills development took place?</li> <li>• What was the quality of the art produced by the participants?</li> <li>• Did the workshop tutor have a teaching plan for the session and/or project?</li> <li>• How were participants recruited?</li> <li>• Did participants' views and choices help inform the structure and content of the project?</li> </ul> <p>Crafts/Visual Arts Use of equipment, space and overall layout/hang?</p>		<p>Worked co-operatively in the creation of different group work tasks.</p> <p>General positive sense of moving accomplishment and achievement in to the group.</p> <p>12 women and 1 man present. All primary school teachers.</p>

## 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								
<b>Location and suitability of the venue for the event</b> <ul style="list-style-type: none"> <li>Is it easy to find?</li> <li>Is it on a main transport route?</li> <li>Are the spaces clean?</li> <li>What were the sight lines like?</li> <li>How big was it?</li> </ul>	Excellent venue. Clean and newly built building attached to school. Central for teachers and good resources.								
<b>Information/ interpretive material at venue–</b> <ul style="list-style-type: none"> <li>Are there programmes, posters and displays about the event?</li> <li>Is there information on the venue's website?</li> </ul>	N/A								
<b>Publicity/ pre-publicity –</b> <ul style="list-style-type: none"> <li>What leaflets, posters, websites, did you see the event listed in?</li> <li>What publicity materials are produced?</li> <li>Is it easy to understand?</li> <li>Where can you get the information?</li> <li>Is there Acknowledgement of Scottish Arts Council Funding <sup>1</sup>?</li> </ul> <p>Please be alert to the publicity available prior to your visit to the event and comment on the company/organisation's website.</p>	N/A								
<b>Ease of booking and payment</b>	N/A								
<b>Timing of the event</b> <ul style="list-style-type: none"> <li>Did the start and finish time seem to be appropriate for the audience?</li> <li>Was the length appropriate?</li> </ul>	4pm – 6pm Is appropriate for participants – twilight is good for active teachers who want to undertake CPD training and can accommodate it in a day after school.								
<b>Signage and signposting</b> <ul style="list-style-type: none"> <li>Is the entrance clearly marked?</li> <li>Is there clear internal directional signage?</li> <li>Is there Braille signage or signage for audio loops?</li> </ul>	N/A								
<b>Access and provision for disabled people</b> <ul style="list-style-type: none"> <li>Please insert yes/no in the boxes to reflect what you notice about the venue/event</li> </ul> <p>Please add in any additional comments below the table</p> <ul style="list-style-type: none"> <li>How many</li> </ul>	<table border="1"> <thead> <tr> <th></th> <th>Yes/No</th> <th></th> <th>Yes/No</th> </tr> </thead> <tbody> <tr> <td>BSL interpretation</td> <td>No</td> <td>Audio description of performances</td> <td>No</td> </tr> </tbody> </table>		Yes/No		Yes/No	BSL interpretation	No	Audio description of performances	No
	Yes/No		Yes/No						
BSL interpretation	No	Audio description of performances	No						

<sup>1</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.

Criteria	Comment			
BSL/captioned/audio described performances are there at the venue?	Captioning	No	Lift/ramp	No
	Accessible toilets	Yes	Accessible marketing materials eg website or alternative formats eg large print, Plain English	No
<b>Customer service</b> <ul style="list-style-type: none"> <li>• How was the quality and efficiency of staff (e.g. box office, front of house, bar and/or catering)</li> <li>• If possible, comment on how responsive they were to the needs of disabled customers?</li> </ul>	N/A			
	Staff at venue helpful.			

**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.