



Scottish Arts Council

ARTISTIC EVALUATION – DRAMA

Artist/company: TAG Theatre Company

Venue: Chirnside Primary School

Title of Event: Global Citizens

Type of Event: (e.g. performance, informal showing, work-in-progress, etc) **Workshop**

Date of Visit: 26 October 2004

Overall Rating (Please rate the production overall, using the ratings * below and taking into account your ratings for each section. Please state the key reasons for your overall ratings – i.e. the particular strengths and weaknesses.)

Rating	Comment
Good	The project was well designed and addressed a social agenda relating to citizenship. The energy of the participants was visibly raised by the session and the quality of engagement with the issues was high. The project was well constructed with a comprehensive teachers' pack. It would be good to see this project rolled out to a much wider range of schools, with the TAG specialists being used to conduct in service training to introduce teachers to the performance aspects of the project, rather than deliver the project itself.

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 attaining acceptable standards of conception or presentation.

Competent – routine rather than especially interesting.

Good – well conceived and executed

Excellent – conceived and executed to a high standard.

1. Artistic Assessment - please evaluate the **artistic quality** of the event taking account of the following:

	Rating	Comment and key reasons for rating
Vision and imagination	Excellent	The project was based around themes relating to global citizenship such as fair trade, environmental and equality issues.
Clarity of communication	Good	<p>The workshop was the 6th in a series of seven in total with this class of 30 primary 6 (?) pupils and the project was running in parallel with a number of schools around Glasgow, West Dunbartonshire and Renfrewshire. An added dimension to the project was that the schools were partnered up in denominational and non-denominational pairings and were scheduled to give a final presentation to each other at the end of the project.</p> <p>The project had been designed by TAG in partnership with Glasgow City Council's Race Equality Officer and participating schools and aimed to tackle equality issues in a creative and holistic way.</p> <p>Devices were used to remind the participants what had been covered in previous sessions. Passing round a 'global ball' gave the chance for all pupils to participate in the review of work and to reinforce 'rules' which had been identified by them in previous sessions such as 'everybody matters' and 'try your best in your job'. A board had been set up, as a reminder of previous work, containing the rules, themes covered and a design for the emblem of the 'Isle of Thistle', which this fictional utopia was named.</p> <p>There were three main activities:</p> <ol style="list-style-type: none"> 1) Discussion, involving a review of previous activity as well as an introduction to that week's themes. 2) An action-based activity, centred on the current theme (5Rs in this case – Recycle, Repair, Reduce, Reuse, Renew) which involved working in small groups to create an appropriate action and sound for their allocated word. 3) A narrative-based activity, involving the creation of a news report on a given environmental issue. <p>The topic for that week was introduced via a recording (by a fictional character called the 'Task Master') and involved a riddle for the pupils to solve. The outcome of the session was that the pupils created a new rule, were allocated a school-wide activity and had to do 3 small, achievable things to address the global concern.</p> <p>A space had been created for the workshop activity to take place, by placing cones in a rectangle around the centre of the Hall. The teacher informed me that this had been her idea to stop the pupils breaking off into groups and going into corners. I thought that this was an excellent device</p>
Quality of production	N/a	

	<p>and also tied in with the performance aspects of the project, where the creation of a space is important.</p> <p>The session was led by Emily Chevalier and Daljinder Singh from TAG with input from the class teacher Sharon Lancaster. There was clearly a good rapport between the adults present and very much a sense of teacher involvement. It was clear from various comments that these themes were being taken outside the workshop setting and being discussed in other contexts, including school assemblies. The workshops were also feeding into school wide activities such as recycling campaigns. A comprehensive teachers' pack had been developed (I managed to have a quick look at this), which acted as a guide to the structure of each workshop, with suggestions about other related activities.</p> <p>The 1.5 hour workshop was split into 3 sections: the first half hour was spent reviewing and discussing issues past and current; half an hour to create the 5Rs orchestra and half an hour to create the news report. Summing up at the end was rushed as there were other classes outside the hall trying to get in and there was a sense of urgency to get the session finished because it had run over time. The initial discussion at the beginning could have been shortened to allow for more discussion at the end.</p> <p>The pupils presented the results of their breakout activity at two points in the session. The feedback at the end of the presentations could have been more specific in terms of performance skills, particularly in picking up more on the positive aspects of the performance.</p> <p>This was an excellent project which certainly had an impact on the pupils. Although it started from an anti racist agenda, it had clearly expanded to cover many bases relating to global issues. I feel that in its present format and with such a comprehensive teachers' pack, this project could be rolled out to a much greater number of schools.</p> <p>The energy of the participants at the end of the session was visibly increased and every student had participated in the activity to a greater or lesser extent.</p> <p>The involvement of TAG specialists has merit but it may be maximised by having the TAG workers undertake an introduction to the pack as an in service activity for teachers rather than deliver the project itself. The level of performance activity involved in this project did not necessarily require the use of a drama specialist and could have been delivered by the teacher.</p> <p>It would in my view be better for TAG to concentrate on working strategically with teachers across a much wider</p>
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		range of schools on the use of drama and performance skills within the project, recommending how teachers could put this into practice. This would then lead to much greater sustainability. Alternatively, the project could be redesigned to maximise the use of the drama specialists.

You are also asked to **assess the strengths and weaknesses** of the event with specific reference to the following:

	Rating	Comment and key reasons for rating
Direction	N/a	
Script	N/a	
Performers	N/a	
Sound	N/a	
Design	N/a	
Choreography	N/a	
Technical standards	N/a	
Overall production	N/a	
Audience	N/a	

2. Management of Event

Please evaluate the way the event was presented/organised by the organisation and by the venue. Please answer, where relevant, with reference to the checklist below adding any other comments/observations you may have.

	Comment and key reasons for rating
Suitability of the venue for the event	
Information/ interpretive material provided at the venue (e.g. programmes, displays etc), incl. the range of materials, quantity and clarity	
Publicity/ pre-publicity ¹	
Accessibility of venue	
Ease of booking and payment	
Location of venue	
External signposting	

¹ Publicity/pre-publicity (leaflets, posters, etc), including the range, content, and when and where available. Please be alert to the publicity available prior to your visit to the event. Please also view and comment on the company's website where one is advertised. Comment on the ease of use, and quality of content and presentation, and currency of information

and signage	
Internal directional signage	
Access and provision for disabled people	
Timing of the event	
Customer service - quality and efficiency of staff (e.g. box office, front of house, bar and/or catering)	
Acknowledgement of Scottish Arts Council Funding ²	

Name: Lisa Kapur

Date:

Advisor

Scottish Arts Council Officer

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

The report may be made available to Scottish Arts Council Officers, Council and Committee members, and specialist advisors as appropriate. It will 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 Council to report on the overall performance of its Core Funded Organisations.

² The following is an extract from the Scottish Arts Council's conditions of grant for funded organisations:

"The company should acknowledge Scottish Arts Council funding in press releases, at launches, on all published materials (including leaflets, brochures, programmes, posters, notices display, exhibition materials, websites and advertising). Acknowledgement of the Scottish Arts Council grant must also be made in any secondary or indirect products arising from the revenue funding such as recordings, publications, video, broadcasts, computer programmes etc."

Please comment on whether these conditions of grant were met, including use and prominence of the Scottish Arts Council logo on the company's website.