



## YOUNG AUDIENCES RUBRIC

### *For Teaching Artists' Performance Demonstration Design and Implementation*

**This rubric is a four-point scale to help describe, assess, and guide the professional development of teaching artists' knowledge and skills in performance demonstration design and implementation. The standard for each "Lug Nut" within this rubric provides the benchmark for what a teaching artist must know and be able to do at an acceptable level of performance.**

**The rubric thread that corresponds to each Lug Nut reflects an incremental scale progressing from what a teaching artist must know and do at the "acceptable" level to an "ideal" level of proficiency.** The "ideal" level of achievement is unrealistic for any artist to consistently meet in all circumstances. The four benchmark levels of the Rubric are cumulative and progressive; e.g. skills and knowledge demonstrated at the acceptable level are also present at the next three levels.

**Performance Demonstrations** are live performing arts experiences presented to students as examples of the art form and sometimes related to other subjects as well; the performance program is typically interlaced with demonstration of particular aspects of the art form and the role of the artist, with opportunities for students to participate.

Performance Demonstrations involve: 5% - 10 % Student Participation; 50 % - 75% Artist Performance; 20% - 40% Illustration/Explanation

**The "Lug Nuts" for Performance Demonstrations focus on two primary areas: Artistry and Educational Value**

**Note:** It is expected that ALL YA teaching artists will conduct themselves in a professional manner, prepare in advance by checking facilities and developing content that is age appropriate and related to an agreed curriculum focus, being punctual in arrival, and dressed in attire that is appropriate for a student audience.

## ARTISTRY

**STANDARD:** Demonstrates artistic proficiency, knowledge of the history and aesthetics of art form, and the capacity to engage students in the artistic process.

	<u><i>Acceptable</i></u>	<u><i>Good</i></u>	<u><i>Excellent</i></u>	<u><i>Ideal</i></u>
<b>Skills in Art Form</b>	<ul style="list-style-type: none"> <li>Demonstrates fundamental competency skills in the art form (e.g. musician plays in tune; dancer has supple body &amp; is expressive, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates accuracy and aesthetics in interpreting the art form as written by composer/ choreographer (e.g. musician uses proper tempo/dynamic)</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates command of the art form with elements of surprise and periodic examples of improvisation</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates mastery of art form through inventive use of body and voice and improvisational interpretation</li> </ul>
<b>Knowledge of Art Form</b>	<ul style="list-style-type: none"> <li>Demonstrates fundamental knowledge of the history and aesthetics of the art form and the artist's specialty within the art form</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates thorough knowledge of the history and aesthetics of the art form woven into the telling</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates knowledge of the relationship of the performed art form to other art forms</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates relationship of performed art form to other art forms and to larger historical and cultural contexts</li> </ul>
<b>Artistic Process</b>	<ul style="list-style-type: none"> <li>Demonstrates the art form to engage student interest</li> </ul>	<ul style="list-style-type: none"> <li>Uses comparative metaphors and illustrations as ways to engage the audience and inspire student interest</li> </ul>	<ul style="list-style-type: none"> <li>Communicates examples of personal expression through the art form</li> </ul>	<ul style="list-style-type: none"> <li>Conceptualizes and conveys ways of applying the art form in original and personal ways</li> </ul>

## EDUCATIONAL VALUE

**STANDARDS:**

- CHILD DEVELOPMENT:** Designs and/or adapts the performance demonstration to meet student needs and capacities.  
**CONTENT** Uses state or local content standards to determine what students should know as a result of the performance demonstration  
**PRESENTATION SKILLS:** Captures and maintains students’ attention and interest

	<u><i>Acceptable</i></u>	<u><i>Good</i></u>	<u><i>Excellent</i></u>	<u><i>Ideal</i></u>
<b><u>CHILD DEVELOPMENT</u></b>	<ul style="list-style-type: none"> <li>• Uses teaching strategies that are age appropriate to manage the expected student audience</li> </ul>	<ul style="list-style-type: none"> <li>• Uses inventive teaching strategies that are appropriate to engage the majority of attending student audience through interactive participation and respect for volunteer’s abilities</li> </ul>	<ul style="list-style-type: none"> <li>• Uses imagery to help clarify and adapts teaching strategies in ways that are appropriate and meaningful for student audience for most of the performance demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Uses and adapts teaching strategies to respond to all types of learners in student audience throughout the performance demonstration and help develop life skills</li> </ul>
<b><u>CONTENT</u></b>	<ul style="list-style-type: none"> <li>• Demonstrates defined concept(s) for each artistic learning activity that aligns with state/local arts standards, encourages observation and listening. and adds clarity to enhance understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates appropriate repertoire to complement and weave in defined, thematic concepts that are articulated in a program outline;</li> </ul>	<ul style="list-style-type: none"> <li>• Relates the defined concepts to students’ interests, experiences and to what students know, and models character traits (e.g. artist shares sources of inspiration and personal meaning)</li> </ul>	<ul style="list-style-type: none"> <li>• Adapts concepts to other disciplines and life experiences, challenges audience to make discoveries and teaches through student responses, experiences and humor (e.g. artist shares examples of broader applications)</li> </ul>
<b><u>PRESENTATION SKILLS</u></b>	<ul style="list-style-type: none"> <li>• Communicates with students through clear and articulate voice projection with appropriate pacing, flow and art concepts woven into the presentation (e.g. program begins and ends with performance; lecture is connected to pieces performed, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Makes creative and compelling use of the voice and body as an integral part of presentation to enhance pacing, flow, energy level and management of the audience</li> </ul>	<ul style="list-style-type: none"> <li>• Uses varied and sophisticated methods of vocal dexterity, physical gesture, expression and an authenticity and vulnerability of the artist to engage students in participatory response</li> </ul>	<ul style="list-style-type: none"> <li>• Inspires students to spontaneously express themselves appropriately in response to the artist performance (e.g. students respond vocally and physically. such as clapping or singing along, etc.)</li> </ul>

Note: See Addendum to Rubric for Performance Demonstrations for definitions and examples of artist’s work at various levels.