



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.

Performance Demonstrations are live performing arts experiences presented to students as an example of the art form; 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 teaching artists at the acceptable level will conduct themselves in a professional manner, preparing in advance by checking facilities, 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>
Skills in Art Form	<ul style="list-style-type: none"> Demonstrates fundamental competency skills in the art form (e.g. musician plays in tune; dancer has supple body & is expressive, etc.) 	<ul style="list-style-type: none"> Demonstrates accurate interpretation of art form as written by composer/choreographer (e.g. musician uses proper tempo/dynamic) 	<ul style="list-style-type: none"> Demonstrates command of the art form with elements of surprise and periodic examples of improvisation 	<ul style="list-style-type: none"> Demonstrates mastery of art form through inventive, improvisational interpretation
Knowledge of Art Form	<ul style="list-style-type: none"> Demonstrates fundamental knowledge of the history and aesthetics of the art form and the artist's specialty within the art form 	<ul style="list-style-type: none"> Demonstrates thorough knowledge of the history and aesthetics of the art form 	<ul style="list-style-type: none"> Demonstrates knowledge of the relationship of the performed art form to other art forms 	<ul style="list-style-type: none"> Demonstrates relationship of performed art form to other art forms and to larger historical and cultural contexts
Artistic Process	<ul style="list-style-type: none"> Demonstrates the art form to engage student interest 	<ul style="list-style-type: none"> Uses comparative metaphors and illustrations to inspire attentive student engagement and interest 	<ul style="list-style-type: none"> Communicates examples of personal expression through the art form 	<ul style="list-style-type: none"> Conceptualizes and conveys ways of applying the art form in original and personal ways breaking down stereotypes

*See attached addendum for examples of Lug Nut stands at each level.

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

	<i><u>Acceptable</u></i>	<i><u>Good</u></i>	<i><u>Excellent</u></i>	<i><u>Ideal</u></i>
<u>CHILD DEVELOPMENT</u>	<ul style="list-style-type: none"> • Uses teaching strategies that are appropriate for expected student audience 	<ul style="list-style-type: none"> • Uses teaching strategies that are appropriate for majority of student audience in actual attendance 	<ul style="list-style-type: none"> • Uses and adapts teaching strategies in ways that are appropriate and meaningful for student audience for most of the performance demonstration 	<ul style="list-style-type: none"> • Uses and adapts teaching strategies to respond to range of student audience throughout performance demonstration
<u>CONTENT</u>	<ul style="list-style-type: none"> • Defines concept(s) for each artistic learning activity that aligns with state/local arts standards 	<ul style="list-style-type: none"> • Develops and follows a program outline with related teaching materials to help teachers prepare students for the performance demonstration 	<ul style="list-style-type: none"> • Designs a conceptual framework that connects the art form to students’ life experiences (e.g. artist shares his/her sources of inspiration) 	<ul style="list-style-type: none"> • Designs and demonstrates standard-based instruction; Creates a study guide that connects the performance demonstration to the curriculum and life experiences
<u>PRESENTATION SKILLS</u>	<ul style="list-style-type: none"> • Communicate with students through clear and articulate voice projection with appropriate pacing and flow (e.g. program begins and ends with performance; lecture is connected to pieces performed, etc.) 	<ul style="list-style-type: none"> • Makes creative and compelling use of the voice and body as an integral part of presentation to maximize pacing and energy level of the audience 	<ul style="list-style-type: none"> • Uses varied and sophisticated methods of vocal dexterity and physical gesture to engage students in participatory response 	<ul style="list-style-type: none"> • Inspires students to spontaneously express themselves as appropriate in response to the artist performance (e.g. students respond vocally and physically such as clapping or singing along, etc.)