



ARTIST APPLICATION FORM

Date Submitted: _____

ARTIST INFORMATION

Name of Artist or Ensemble _____

Name of Program _____

Tagline for Program _____

Number of Artists in Ensemble _____ Names of Other Artists in Ensemble _____

Main Contact Name _____

Address _____

Telephone# _____ E-Mail Address _____

Website _____ Social Media Links _____

Please provide a brief (one paragraph) artist/ensemble bio (can be sent as an attachment).

How long have you performed this program in schools for student audiences? _____

Dates/Times/Locations of Upcoming Performances or Workshops:

Has your ensemble auditioned or been observed by YAMA before? _____



When and Where? _____

PROGRAM INFORMATION

What kind of program are you offering?

- Performance
- Performance + Workshop
- Residency (3 or more workshops + culminating event)

If this is a residency, how many workshop sessions per group will be needed? _____

Main Artistic Discipline(s)

- Dance/Movement
- Literary Arts
- Music
- Storytelling
- Theater
- Visual Arts

Links to Massachusetts Curriculum Frameworks:

- Foreign Languages
- History/Social Studies
- Language Arts
- Mathematics
- Science
- STEMG
- Social Emotional Learning (SEL)

Links to Content Areas:

- Africa
- Asia
- Black/African-American Studies
- Civics
- Financial Literacy
- Geography
- Health and Physical Education
- LatinX Studies
- LGBTQ Studies
- Social Justice
- South America
- Technology
- Women's History



Grade Level of Target Audience (check all that apply)

- Early Childhood (PreK-K)
- Lower Elementary (K-3)
- Upper Elementary (4-6)
- Middle School (6-8)
- High School (9-12)
- Other _____

Audience Size Limit _____ Program Length (30, 45, or 60 minutes) _____

Suggested venue price for single performance/workshop (not including travel) \$ _____

Please list any tech requirements (including parking, and set-up and strike times). Please note that many schools have limited technical equipment. (Can be sent as an attachment)

Primary Educational Objectives

Objectives should define what students will understand, learn, or be able to do or demonstrate following participating in your program.

1. Students will _____
2. Students will _____
3. Students will _____

Program Description (please answer the following questions - can be attached separately)

- Please provide a brief (3-5 sentence) synopsis/overview of the proposed program
- Please list and describe program elements. (e.g. "introduce instruments," "teach students a call-and-response song," "tell the story how the leopard got his spots," or list of particular songs dances, stories, or workshop activities) in order of appearance, and explain briefly how each element supports your primary educational objectives. Please indicate when participation, demonstration, and performance elements occur.
- What do you think your program would add to our roster?
- Are you able to adapt this program to online/remote learning in the case of pandemic-related school closures? If yes, please describe your adaptation.



- Would you be interested in offering Professional Development workshops to teachers? If yes, please describe.

REFERENCES

Please provide the names and contact information for three people with whom you have worked before and who can speak to your talents as an artist and/or educator.

Reference 1

Name: _____ Title: _____

Organization: _____

Phone: _____ Email: _____

Reference 2

Name: _____ Title: _____

Organization: _____

Phone: _____ Email: _____

Reference 3

Name: _____ Title: _____

Organization: _____

Phone: _____ Email: _____

ATTACHMENTS

Please email any attachments to Leah Hamilton French at lhamilton@yamass.org

- Artist/Ensemble Bio (if not in application above)
- Description of tech requirements (if not provided above)
- Description of program elements (if not provided above)
- 1-2 high res photos of you/your ensemble for promotional purposes
- Other supporting materials, such as video clips, sound files, photos of work samples (visual artists), etc...
- If invited to join the roster, you will be asked to fill out an **Educational Materials Template** with suggestions for further learning. These education materials will be provided to schools that schedule your performance.



YOUNG AUDIENCES OF MASSACHUSETTS -- Criteria for Preview Performance Evaluation

1. Skill

Are the performers highly skilled in their art form?

Do the performers generate and capitalize on student curiosity and enthusiasm?

Do the performers communicate their art form in an accessible manner?

Do the performers (where applicable) use props, visual aids, and other materials skillfully?

2. Educational Value

Are the educational objectives clear at the outset of the program?

Are the program's links to the Massachusetts Arts Curriculum Frameworks clear and effective?

Does the program have clear/effective links to MA Curriculum Frameworks in other disciplines?

Does the program reinforce educational objectives through a balanced combination of performance, demonstration, and participation activities?

Do all of the program components demonstrate specific concepts that support and relate back to the educational objectives?

Do the performers effectively communicate pertinent information about their art form (i.e. history, place in culture, technique, mechanics, etc.)?

3. Effectiveness

Does the program have a logical and persuasive progression?

Does the program sustain momentum throughout its duration?

Does it work as a "performance" when viewed in its totality?

Is the program compelling? Does it have intensity?

Do the performers convey a love for their art and enthusiasm for what they do?

Are the performers excited, involved and engaged in their work throughout the program?

Do the performers effectively engage the students?

Are there ample opportunities for student participation in the program? ("Participation" viewed broadly, i.e., active listening is a form of participation.) Were students eager to participate?

Are the performers able to assess and adapt spontaneously to the level of sophistication, general background, and dynamics of their audience?

Are they able to maximize "teachable moments"?

Do they have the flexibility to present their program in a way that can engage an audience with particular needs or challenges?