



## YOUNG AUDIENCES OF MASSACHUSETTS 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 \_\_\_\_\_

Contact Address \_\_\_\_\_

Phone Number \_\_\_\_\_ Email 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 or presented this program for schools?

\_\_\_\_\_  
\_\_\_\_\_

Please provide dates and times of upcoming performances or workshops for student audiences that could be attended as program previews.

\_\_\_\_\_  
\_\_\_\_\_

Has your ensemble auditioned or been observed by YAMA before? \_\_\_\_\_

If yes, where and when? \_\_\_\_\_

### PROGRAM INFORMATION

Program Name \_\_\_\_\_



**What kind of program are you offering?**

- Performance Program
- Performance + Workshop
- Residency Program (3 or more workshops + culminating event or project)
- Stand Alone Workshop

If this is a residency, how many workshop sessions per group of students are needed? \_\_\_\_\_

**Main Artistic Discipline(s)**

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

**Ties to MA Curriculum Frameworks:**

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

**Ties to Other Content Areas:**

- Africa
- Asia
- Black/African-American Studies
- Civics
- Character Education



**Ties to Other Content Areas (continued):**

- Financial Literacy
- Geography
- Health and Physical Education
- LatinX Studies
- LGBTQ+ Studies
- Social Justice
- South America
- Technology
- Women's History
- Other:

**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 or 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

Please tell us more about your program below. Primary educational objectives should define what students will understand, learn, or be able to do/demonstrate following participation in your program.

Primary Educational Objective 1: Students will...\_\_\_\_\_

Primary Educational Objective 2: Students will...\_\_\_\_\_

Primary Educational Objective 3: Students will...\_\_\_\_\_

## PROGRAM DESCRIPTION

If you would like to attach these answers in a separate document, please write "see attachment" below. Send all attachments to School Partnership Manager, Brenda Huggins, at [bhuggins@yamass.org](mailto:bhuggins@yamass.org)

- 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 this program would add to the YAMA roster?
- Are you able to adapt this program to online/remote learning in the case of pandemic-related school closures? (Yes, No, Maybe (with support))
  - If yes, please describe your adaptation.
- Would you be interested in offering Professional Development workshops to teachers? If yes, please describe. (Yes, No)
  - 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: \_\_\_\_\_

How does this person know you? \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

### Reference 2

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Organization: \_\_\_\_\_

How does this person know you? \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

### Reference 3

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Organization: \_\_\_\_\_

How does this person know you? \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

## ATTACHMENTS

Work samples and promo materials. Paste links and/or email files to School Partnership Manager, Brenda Huggins, at [bhuggins@yamass.org](mailto:bhuggins@yamass.org)

- In the space below, please paste links to relevant samples of your work, such as: video clips, audio clips, or visual art, as well as 1-2 hi resolution photos that could be used for publicity. Please provide context for each link (e.g. video clip from performance at Hale Middle School in 2019). Any files that are not available online can be emailed to School Partnership Manager, Brenda Huggins, at [bhuggins@yamass.org](mailto:bhuggins@yamass.org)



## **YOUNG AUDIENCES OF MASSACHUSETTS: Criteria for Preview Performance Evaluation (For Applicant Reference)**

### 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?