

Creative Spark Vancouver Grant Assessment Rubric

For the purpose of this grant, an emerging artist is defined as one who:

- is enrolled in, or has specialized training in arts and culture (university graduation or equivalent, self-training, or training in a culturally-specific tradition);
- is in the early stages of their career, usually within the few first years of pursuing a career in their field;
- has a small history of presentation, production, or publication;
- is looking for support and resources to build confidence in their practice;
- is committed to devoting more time to artistic activity, when possible financially; and
- self-identifies as emerging.

We take the broadest possible definition of emerging artists – we strongly encourage emerging artists working in their cultural traditions, outsider artists, and other creative folks to apply. This definition has been inspired by a number of sources, including CARFAC BC's video, *Artists Talk: What is an Emerging Artist?*

Goals of the jury

Our goal as a jury is to give the best projects funding. "Best" is a constantly moving target and depends on the strength of applications in each intake. We also want to move away from "best" as being defined solely in the western, euro-centric sense. We have chosen you for the jury because we trust your instincts and your judgement. Please use the rubric to guide your marking and be sure to refer to the grant guidelines where you need.

ArtStarts' approach to granting is to support and challenge artists to demonstrate their best work and communicate it clearly. We do not approach this process as a test for the applicants. We are trying to work with applicants to make sure we have a shared understanding of what they hope to achieve. This is often the very first grant applicants have ever applied for, so we ask you to mark with that awareness in mind

Tips for marking

This may be your first jury! Here are some tips to help keep you on track:

- Try not to get lost in the weeds. There are a lot of applications and we have limited reading time. Be sure to read through the project description, project viability, and the answers to their goals.
- Take notes while you mark! Take some notes to remind you about the project (ie: the one with the bicycles, the one where they are taking photos of elders) and then take notes of feedback or context for the numeric scores you give. That way in the meeting you can tell the other juror and staff how you came to make your decisions.
- Your first read-through is to make initial marks. You will have a chance to change them in the meeting based on the conversation in the room.
- Keep equity in mind: would this project benefit folks who do not usually have a chance to work in this art form? Be sure to reflect that in your scores!
- It is all about the numbers. If something raises a flag for you, reflect it in lower marks. We cannot do half marks; whole numbers only please!

We will ensure that at least 50% of funding in each intake goes to equity-seeking artists. Once we rank the final scores, we will calculate how much funds are going to equity-seeking artists. ArtStarts Staff may change who is getting funding to make sure we meet this benchmark.

	Project Viability The project is well planned and is achievable with the resources earmarked. The project has realistic timeframes, partnerships, budget, and expectations	Goal #1 The project will build the capacity and confidence of emerging artists working with young people and art and culture-based learning	Goal #2 The project will provide young people with opportunities to engage actively in art and culture, particularly artists and young people from equity-seeking communities	Goal #3 The applicants will critically engage with reconciliation, decolonization, equity, and accessibility	Portfolio All artists involved in the project have strong portfolios within the realm of emerging artists
Zero (0) Pieces of application missing or incomplete	No details provided for timelines, budget, and roles	No details provided on how the project will build each artist's capacity and confidence	Project does not involve young people (ages 5-18)	Artist(s) do not engage in any process of reconciliation, decolonization, equity, or accessibility. OR project is culturally inappropriate or unsafe	Weak or no portfolio provided for one or all of the artists. Give no marks if one artist is missing a portfolio
One (1) Application complete but lacking detail	Some details are provided, but timelines, budget, or roles seem unrealistic	Project is similar to work artist(s) have already done or the artist(s) do not seem interested in learning and growing their practice in the context of working with young people	Project involves a few young people (ages 5-18) and/or in a peripheral way. Neither young people nor artists involved are from equity-seeking communities	Artist(s) engages with reconciliation, decolonization, equity, and accessibility in a peripheral way. Artist(s) have not thought deeply about their positionality or not allowed that thought to translate into their work	Does not adequately showcase artistic work, previous projects unclear
Two (2) Application complete, but project could be more meaningful	Details are provided, viability is still uncertain	Project will build the artist's capacity and confidence but not necessarily through working with young people	Project involves young people (ages 5-18). Either young people or artists involved are from equity-seeking communities	Artist(s) demonstrate engagement with reconciliation, decolonization, equity, and accessibility. Juror trusts that artist(s) will do the project in a good way	Showcases artist(s) work, but missing details and clarity regarding previous projects
Three (3) Exemplary application	Project had realistic timeframes, budget, and expectations	Project will build the artist's capacity and confidence working with young people and arts and culture-based learning	Project will provide young people (ages 5-18) with exciting new opportunities to engage actively in the arts. Either young people or artists involved are from equity-seeking communities	Artist(s) are deeply engaged in reconciliation, decolonization, equity, and accessibility. Artists at level that they could teach other folks how to do this work	Clearly showcases artistic work and demonstrates their creative capacity. Jury can understand the artist's work