

Demonstrating Period Activities

Editor's Note: This is the first occurrence of this category. It was developed with an emphasis on the Period Art of Defense, but could be applied to other activities. Entrants should read the category rules thoroughly prior to creating an entry in this category.

The premise under which these criteria are proposed is that the entrant is providing a demonstration of his/her research for educational purposes. Using that premise, the criteria presume that an entry is submitted as a 30 minute "demonstration." The documentation would support the demonstration portion of the entry. These proposed criteria would allow an entrant to develop their presentation in a manner suited for the Activity they are trying to demonstrate and to use their own discretion as to the scope of the presentation.

In this context, the entrant is evaluated on presentation skills, knowledge of historical substance and the skill at applying the historical substance.

The entrant could not only get meaningful commentary on the success of their research and work but commentary on their presentation skills as well; such commentary might be employed to help take their entry "on the road" and use it as a basis for future classes, not just demonstrations.

Category Rules: The category includes research and demonstration of **period activities**, including documented fighting and training techniques, training aids, etc. as well as other period activities that do not easily fall within the purview of the other normal A&S Categories. It is intended to demonstrate the mastery and understanding of the period technique or training aid submitted by the entrant and, as such, is separate from the "Research" category in Division III. It is open to any Period activity for which specific forms and histories exist within the time constraints of the Middle Kingdom Arts and Sciences Faire. If an entry has unusual logistic requirements (large numbers of people, machinery, safety, or other considerations that may make the presentation unsuitable for the facilities provided at A&S Faires), it may be submitted as a mail-in entry in videotape form with appropriate written documentation with the approval of the KMOAS. If the entrant is unsure whether or not the intended submission will exceed facilities capabilities they should contact the Kingdom Minister of Arts and Sciences.

Because skilled demonstration of the understanding of the subject matter is critical to the success of an entry in this category, entrants should be prepared to answer questions put to them by their judges.

Entries that deal with this subject matter and do not require demonstration or an accompanying physical item should be entered in the "Research" category and must be submitted consistent with the requirements of that criteria.

Time Limit: Presentations should be limited to no more than 30 minutes in length. (This will help the presenter stay focused on the subject material being presented and to encourage focusing on the relevant aspects of the presentation.)

Notes:

Entries in this category should be performed in front of an audience to help assess audience interaction.

Some of the manuals for the Art of Defense are pictures (plates) only; they were meant to be used in conjunction with a Master's instruction, not as stand-alone items. There exist similar levels of documentation for Period Tennis and Golf, for instance, as well as Rounders, the early Japanese Tea Ceremony, and diverse other subjects.)

Documentation (0 to 4 points): In this section, the proof of the entrant's research is judged. If the entry is based on the work of a specific instructor, an English translation of that instructor's work (one copy) should be provided for reference by the judges. In the event the entry is submitted on videotape, sources where the subject work may be obtained should be included in the documentation.

- 0: No documentation provided with entry.
- 1: Minimal documentaion provided consisting of time, place, and style (foundation Documentation).
- 2: Foundation Documentation plus use of general sources, emphasis on tertiary sources with perhaps one secondary source (ex: use of encyclopedia articles with a possible use of a book or article that refers to a period source.).
- 3: Foundation Documentation plus a developed discussion and analysis of the demonstrated technique(s) or training aids, making use of critical references. (Sources are largely secondary with perhaps one primary; discussion includes analysis of the submitted techniques including strengths and weaknesses and teaching considerations).
- 4: Foundation Documentation plus a developed discussion and analysis of the demonstrated technique(s) or training aids plus an explanation of original research/experimentation and the findings as they relate to the period authorities cited. All documentation based on mainly primary sources with some sceondary sources. Annotated bibliography required.

Methods and Materials: (0 to 4 points)

- 0: Entry is completely modern with no documentable relationship to period elements or practices.
- 1: The use of modern materials and methods to make/demonstrate a period technique or training aid. Demonstration is primarily focused on modern application (i.e. SCA events and requirements).
- 2: The use of modern materials and methods to make/demonstrate a period technique or training aid that has "period look and feel" and might otherwise be accepted in period.
- 3: The use of either modern materials or methods to produce a work that has an authentic look and feel.
- 4: The use of totally authentic materials and methods.

Scope: (0 to 6 points): Rank the ambition, not the success, of the entry on a scale of 0 to 6 for each of the following elements and average the total Scope score (Total of element scores divided by 7):

- Scope of the research (Did the entrant simply take the writings of one teacher and run with it...or is there background information relating to the historic origins. This element takes into consideration that there may be material contained in the "handout" that provides good background to the demonstration that may not actually be presented in the demonstration but merely referenced)
- Complexity of the subject (How much material and how complex a topic did the entrant endeavor to present?)
- Detailing of the topic (How much additional material, relevant to the topic, did the entrant provide?)
- References and source material used (How well does the documentation fit the demonstration?)
- Teaching aids required/employed (How ambitious was the entrant at employing teaching aids?)
- Thoroughness of presentation (How much did the entrant attempt to cover in the 30 minutes?)
- Appropriateness of teaching/training aids/props (To what degree did the entrant attempt to provide authentic props, aids, assistants, etc. in the presentation of the material?)

Skill: (0 to 6 points): How well is the entry made/ how well was the information presented? Rank the success of the entry on a scale of 0 to 6 points for each of the following elements and average the total Skill score (Total of element scores divided by 6).

- Cohesive flow of demonstration (Directly related to presentation skills. Was the audience able to follow the flow of the presentation? Did the entrant have a smooth forward flow to the presentation or was it jerky and confused? How well prepared was the entrant?)
- Demonstrated skill and knowledge of material presented (How well did the entrant know the subject matter? How well did they field questions? Were the demonstrations performed in a sure and confident manner?)
- Ability to adequately explain/demonstrate relevant material not directly available or provided by the source documentation but critical to the success of the presentation. (Note: Given that many manuals have "blank spots" in them or assume a certain background knowledge that might not be present in modern persons, how well did the entrant backfill these gaps to keep the information being presented cohesive and understandable?)
- Demonstrator "presence" (How confident was the demonstrator? How well did they connect with their audience? How well did they manage their notes, handouts, questions, audience and props/assistants?)
- Quality of construction and use of training aids/props (If props were constructed, how well were they built? Were they constructed in a period manner using period materials or were they modern equivalents? If assistants were used, were they garbed/equipped in a period manner appropriate to the time/culture the class represents?)
- Ability to answer questions and enquiry's about the entry from the judges (This element specifically deals with the entrant's ability to field questions and answers (i.e. deal with possible situations for which they can't script). It also addresses the depth of knowledge of the entrant.)

Creativity: (0 to 4 points): The judge will rate the extent of originality and innovativeness consistent with the period model chosen by the entrant. Evaluate how well different elements have been combined to create a logical and appropriate whole.

- 0: A direct presentation of the subject matter. (Has the entrant presented "just the facts", or simply presented documentation?)
- 1: A presentation of the subject matter with appropriate additional general commentary. (Was the presentation primarily a "just the facts" presentation with general comments regarding the environment, competing schools of thought, alternate methods, etc.?)
- 2: A presentation of the subject matter with appropriate additional commentary and explanation of methods and tools employed. (Did the presentation deal with the specific subject matter and include discussion of such things as why certain props were used, why assistants were prepared the way they were, comments on source material, etc.?)
- 3: As in #2 but with included discussion of the historical context of the methods and tools used. (Were all of the goals in #2 met? In addition, was the historical context of the presentation discussed-where did the subject matter evolve, what did it evolve into, why?)
- 4: As in #3 but including a discussion of relevance to SCA use and demonstration of this relevance. (Did the entrant find a way to show how the material presented has relevance to our modern recreation of similar medieval activities, or how it might be applied?)

Judges Observations (0 to 6 points): Rank the entry as a whole. How well do the separately judged parts fit together? The entry's overall effect is judged in this section. This is the only section of the Criteria where the judge may allow their own personality, private opinion, and personal preferences to influence scoring.

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