



create  
collaborate  
prosper

# Planning & Implementing a Successful Artists in Schools Project

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# WHAT DEFINES AN ARTISTS IN SCHOOLS PROJECT?

- Student focused
- Collaborative/Co-Creative
- Continued Inquiry
- Research Based
- Reflective



Photo: Campbell Collegiate/Cirque Nova by Jay Kimball

Music: Is This Real, Thomson School with Brad Bellegarde

**Residencies** – May 1 deadline - Max \$35,000

**Arts After Hours** – May 1 deadline - Max \$10,000

**Projects** - November 1 deadline - Max \$10,000, plus 25% contribution

Arts-based inquiry related to the education curriculum and:

- Any art form
- Treaties
- Truth and Reconciliation
- Fransaskois culture, language
- Research and development for a Residency

# Schools and Communities



Artists in Schools – Projects funding assists schools and their communities to enhance arts-related activities linked to educational outcomes in diverse areas of study through partnerships with professional artists. The aim of the program is to expand access to meaningful artistic activities, increase student engagement in learning, cultivate cross-disciplinary learning skills and attitudes, and foster a lifelong interest in the arts.

Artists in Schools – Projects is a Saskatchewan Arts Board program supported by funding from the Saskatchewan Arts Board, SaskCulture Inc. through the Saskatchewan Lotteries Trust Fund for Sport, Culture and Recreation, and the Government of Saskatchewan through the Ministry of Education.





# INQUIRY AND RESEARCH QUESTIONS

## **BIG question**

What is a human catastrophe versus a natural catastrophe? Or how does human activity influence our environment?

## **Fact based question**

What are three catastrophes that have happened in the last five years?  
(Too specific, doesn't work)

## **Teacher inquiry question**

How can photography be used as a technique for students to illustrate concepts of catastrophe.

## **Project Statement**

This project is to work with a professional photographer to aid students in discussing the difference between human and natural catastrophe.

## **Student inquiry question**

What is catastrophe? How can I talk about catastrophe with photography?



Student photo-sculpture floating, photo by Jay Kimball

# LIVEArts Saskatchewan

Students will have the opportunity to create theatre pieces with Joel Birnbaum, Metis jig with Krystle Peterson, write HipHop with Zoey Pricelys Roy, tell stories with Clare Middleton, hoop with Karla Kloeble, dance with Chanze Perry & Godknows Kumassah and explore movement with Heather Cameron.

**LIVE** (Live Interactive Video Education) **Arts Education** is a dynamic distance education arts program for students in Grades 1 to 9. The program supports the Saskatchewan Arts Education curriculum and is delivered via the Saskatchewan Ministry of Education LIVE Network (**CommunityNet**).

Please visit: <http://www.liveartsaskatchewan.com/>

2014-15 — 10,500 students, 8 broadcasts,

2015-16 — Over 29,000 students, 12 broadcasts

*2016-17 Target — 50,000 students, 8 broadcasts*

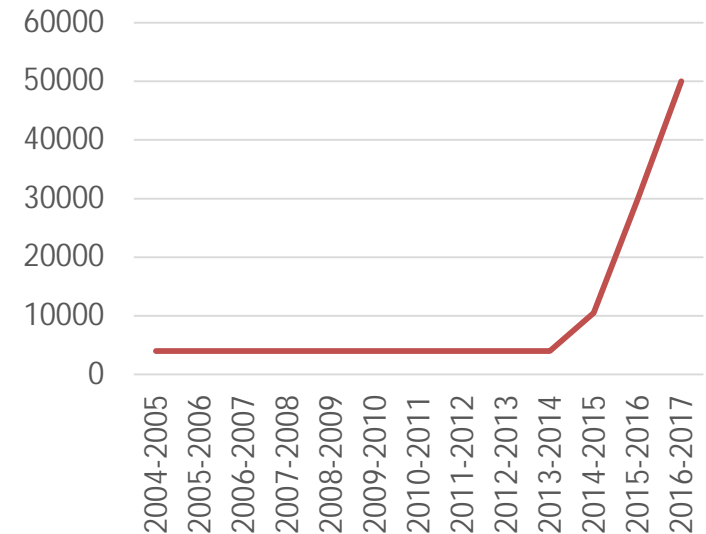




Photo: Students Tuning in, by staff of Turtleford Transition School

Music: A Broken House, Anonymous student at Turtleford Transition School with Carmen Loncar

**CREATING  
STRONG PARTNERSHIPS**

**UNCOVERING  
CURRICULAR CONNECTIONS**

**COMPELLING  
ARTISTIC MERIT**

**DEVELOPING  
A PROJECT PLAN**

**CONNECTING  
EXPENSES AND REVENUES**





# CREATING STRONG PARTNERSHIPS

Lead Partner

Artist Partner

Community Partner



Photo Courtesy: Camp Fyrefly

# UNCOVERING CURRICULAR CONNECTIONS

- What are you trying to teach\learn?
  - Are your outcomes derived from curriculum?
  - Is your plan culturally authentic?

Loading a Pit Kiln, photo by Jay Kimball



# COMPELLING ARTISTIC MERIT



Belle Plaine in concert; Bonnie MacNab Silk, photo by Jay Kimball

- By the artist.
- By the participants.
- What is the activity?



# DEVELOPING A PROJECT PLAN



Lumsden Beach Camp participant, photo by Laura Hale

- What are your goals?
- What is this going to look like?
- What is the timeline?
- Documenting and communicating?

# CONNECTING EXPENSES AND REVENUES



Student with Pot, photo by Jay Kimball

- Assign costs to everything
- Declare all known revenues, grants, in-kind support and cash
- **BALANCE** the budget





Deaf Crows Performance, photo by Thom Collegiate

- **TAKE RISKS**
- **CELEBRATE SUCCESS AND FAILURE AS LEARNING OPPORTUNITIES**
- **ACKNOWLEDGE THAT YOU ARE THE ENABLER OF EXPERIENCES FOR THE PARTICIPANTS AND THAT YOU ARE AN EXPERIENCER TOO**

# Points of Discussion

- How does this program fit your needs?
- How would you use this in your classroom?
- How could it look different?
- Would you like to share any experiences of success?



Photo: Students sketching fire, photo by Jay Kimball  
Music: Whiskey for My Heartache by Ellen Froese-Koojenga with Jesse Selkirk at Nutana Collegiate