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ArtsSmarts Saskatchewan

Documentation and Final Reporting Template Revised Version 2013-14



Ministry of
Education



Template Instructions

- This template is designed for you to fill in ***as your project progresses***. It is exactly the same as the Word document, except that it is in PowerPoint format. Use either one.
- At the end of the project, you can send a copy of the completed template on the USB drive as your final report, along with ten photographs and other documentary material you wish to send (such as programs, news articles, etc.). Instructions for selection of the ten photos are included in different sections of the template. **Please send only these ten photographs.**
- Questions 1 to 7 should be completed before the project begins or after the students' first encounter with the artists.
- Questions 8 and 9 comprise a mid-project reflection.
- Questions 10 to 16 should be completed at the end of the project.

Final Reports are due no more than one month after the completion of your project. Please submit to:

**Risa Payant, Program Consultant, Community Engagement
1355 Broad Street
Regina, SK, S4R 7V1**

rpayant@artsboard.sk.ca

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Part A: Project Planning

Grant ID #:13627

School: Leoville Central School, Living Sky School Division No. 202

Contact Name: Candice Benson

“Through My Eyes”

1. Reflection

Why have you chosen to participate in an ArtsSmarts project?

We wanted to open our students eyes to forms of art that are not available in our community. We wanted to let our students see and experience the life of an artist, who works and makes a living as an artist in Rural Saskatchewan.

Leoville is a small community, quite isolated and students are not often exposed to the arts and artists. Opportunity to go to galleries is limited and not the norm.

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Part A: Project Planning

2. Research Question (Teacher Practice)

What was your original research question?

How does the sharing of personal narratives of elders/seniors in our community affect my students learning and their attitudes towards their community?

As a result of additional discussion, would you like to revise the original research question as stated on your application form? If so, what is the new question?

No.

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Part A: Project Planning

3. Curriculum Connections

What are the three or four key outcomes that your project addresses for arts education or another subject area (refer to your arts education curriculum document)?

- CP5.7 and 5.8
- CR5.1 and 5.2
- CH5.2 and 5.3

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Part A: Project Planning

4. Inquiry Questions (Student Learning)

What were your original inquiry questions?

How does my perception of community change when I talk to elders/seniors and hear their stories?

Do the inquiry questions you stated on your application relate to the curriculum outcomes?

Yes

Would you like to change your questions? If so, please state the new questions.

- No

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Part A: Project Planning

5. Project Work Plan

Describe your project work plan, including the plan for artist visits to the classroom.

Jay and I will meet to plan our learning and activities on Feb. 4th. We will also present our ideas and introduce Jay to the staff during a staff meeting on this day as well.

The class and teacher will head to his studio to see and experience his work and his equipment on Feb. 11th.

Jay will come into our school to work with the class on March 3, 4, 5 and 7th. He will return to work in the classroom with the class on March 10, 11, and 12th. He will then take the tiles created back to his studio to fire and prepare the tiles for the project.

Jay will return to work on map of the tiles with the class in April.

The students and the teacher will continue to develop the program with assignments in ELA and Social.

Jay will come back on May 12th and we will set up an exhibition for the students to unveil their artwork and share their stories with the community.

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Part A: Project Planning

6. Documentation Process

If requested, The Arts Board will send you a digital camera to assist with documentation. The documentation process should help you assess the stages of your project and determine its impact. Tools include photographs, video, journal writing, observations, questionnaires, etc.

How do you plan to document your project?

Photographs, journal writings, observations, sketches, discussions

What tools will you use?

Camera, journal books, notebooks, ipads, interviews, scrapbooks

Who will be responsible for gathering and assessing your documentary material?

Artist, Teacher and students

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Part A: Project Planning

7. Photograph Selection

Early in your project, choose two photographs that show students and teachers engaged in early inquiry and initial interaction with your project artist. Create captions to go with these two photos. *(You can create new slides for the photos if you wish to include them here.)*

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Mervin Studio Day: Meet and Greet with Ceramicist Jay Kimball



Part B: Mid-project Reflection

Teachers and artist(s) together might discuss and complete this section. Students could also be involved.

8. Photograph Selection

Choose three photographs that best represent student engagement with the artist and in their own learning, mid-project. Create captions for the three photographs. *(You can create new slides for the photos if you wish to include them here.)*

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Community walk and talk around town, images in photographs.



Learning how to create our own tiles from cubes of clay!



Mad Scientists creating our glazes to spray on our tiles!



Part B: Mid-project Reflection

9. Reflection

So far, what is your project documentation telling you about your research question and any insights you have gained as a teacher?

The students are interested in learning about the lives of the seniors and how the changes in society and in the community have affected how they live their day to day life.

What do you see students learning?

They are learning about the families that originated in the town. They are learning to look into the info to find meaning and to decide on symbols that tell the stories they are hearing and researching.

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Curriculum Connections

Can you connect student learning to your stated curriculum outcomes? How are they connected?

- CP5.7-a (interviewed seniors and created visual symbols that referenced the stories)
- CP5.7-d (several trips to computer lab, library and Leoville Town Library to research images that reference the stories they want to tell)
- CP5.7-e (students are working with preparing and mixing materials, and developing techniques to execute professional artwork)
- CP5.7-f (students have been shown slides of 2-d and 3-D art, have been pencil line drawing and sculpting clay)
- CP5.7-g (through interviews and reflections the students are generating visual images)
- CP5.7-h (students are drawing in sketchbooks and reflecting in journals, collecting anecdotes from family and friends.
- CP5.7-i (students made mistakes while creating shapes, and made discoveries of symbolism when the glaze was added. Also combined two glazes by accident creating a wonderful color for our end piece.)
- CP5.7-j (students reflected on art work to decide what was good enough and when to try again)
- CP5.7-k (students held art show for families and community)

- CP5.8-a (students received slideshow and discussion, cut ,shaped, defined and placed images on tiles)
- CP5.8-b (students brainstormed colors, received a slide show on colors and symbolism of color, students mixed test batches of colors)
- CP5.8-c (students received slideshow and examples of space and used this information in their tile art)
- CP5.8-d (students cut out interiors of images to add contrast to tile symbols)
- CP5.8-e (artist explained and demonstrated types of balance in artwork)
- CP5.8-f (students cut out visual details to enhance depiction of images in tile symbols)
- CP5.8-g (artist explained proportion and students sized images to fit their expression for their tile)
- CR5.1 –a (interviews with seniors, research in Libraries and computers, reflection on how life has changed)
- CR5.1-b & CR5.2 –a/b(students researched a Canadian Ceramicists and will give a presentation on the artist. Students will create a tile in the style of the artist they were assigned)
- CR5.1-c & CH5.2 c/d(students analyzed First Nations Art and Music with history of the lives of these peoples)
- CR5.2-c (students responded by creating tiles in the styles and critiques of the artists work)
- CH5.3-b (students researched art expressions and connected expressions with stories and research about the life of the seniors they interviewed and the timeline of their childhood)
- CH5.3-c (artist explained context of art and the students developed ideas to create symbols. The students created an image that represented their family and had to explain why it was symbolic.)

Part C: End of Project Reflections

Teachers and artist(s) together might discuss and complete this section. Students could also be involved.

10. Tell Your Story

Tell the story of your project as it unfolded. Include any significant events or “peak experiences” that occurred. Was there a turning point where you began to see the true impact of the project? Was there a project-end celebration of any kind? If so, tell us about it and the response to the project.

- turning point...
- students write a reflection
- public unveiling of artwork event

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We kicked off our project with a trip to Mervin to meet our Artist Jay Kimball and see his studio. He told us about his practice and used a slideshow presentation to show us about his work and our project. Jay spent 8 days in the classroom, giving presentations, slideshows and hands-on learning. We started every day with a slideshow about various topics related to art. “This time was to wake us up and to tell us that we are starting our day as artists.” We headed over to the Seniors Center and enjoyed hearing stories from their childhood and enjoyed tea, muffins and fruit. We then took time to do a reflection on the stories they heard. We turned the stories into symbols, and drew the symbols into our scrapbooks. Jay taught us how to measure and sketch our symbols into tiles. He showed us how to cut and mold clay. The students were very excited to begin with the clay. We found that letting the kids play with the tiles first off in the project brought the excitement into the project. “The best part is when he let us play with the clay.” Jay explain photography and how to capture good pictures. The students were given I-pads and partnered up for a walk around town to capture images of our community. We went to the Town Library to find images of the community in the past. The students researched Canadian ceramicists and other artists in various art forms. We learned about creating glazes from scratch and used these lessons to create our own glazes. We created images and found symbols that represented the stories we created from our experiences. “Cutting out the images was harder than I thought it would be because I didn’t like how the image turned out and had to do the same symbol 4 times before I liked the result. I had to cut more lines to create detail in the image.” We placed the images on our tiles and blew glaze over the tiles. When the tile was somewhat dry we peeled the image off to create a symbol on the tile. “This is like creating a reverse stamp!” We documented our tiles and wrote our tile stories as we created them. We wrote in our journals every day. Jay took the tiles, baked them in his kiln and attached them onto boards in four groups, Historical, Community, Artists and Connections. We unveiled the art piece to the school in an assembly. We also hosted a community art show to unveil our art to the community. The students presented their experiences, reflections, connections and learning to their audiences during the show.

Part C: End of Project Reflections

11. Photograph Selection

Choose four photographs that best represent the impact of the project on student learning and deep understanding. Create captions for the four photographs. *(You can create new slides for the photos if you wish to include them here.)*

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I see what I need to do to make my tiles tell a complete story with balance, lines and contrast!



We are putting our story symbols onto clay tiles to combine our stories into the story of our class seen “Through My Eyes”

Student Reflections

The students are journaling their connection to their community after taking pictures, hearing the history of the Elders/ Seniors, and creating tile stories.





Community Art Show has artists sharing experiences and stories told in Collaborative Tile Art Piece!

Part C: End of Project Reflections

12. Final Reflections

What does your documentary material tell you about the impact of your project on student learning?

Every student took something away from this project. This project allowed some of my students to shine where they have not had that opportunity in other areas of their lives.

- Each student experienced being an artist and will have these memories forever. All of the students met multiple goals that were set out for this project, and some met all of the goals.

How did the artist's presence in the project enrich teachers' and students' experience during the process?

Mr. Kimball brought a peaceful energy into the room. He showed us all how to go slowly and be ok with making mistakes. He taught us many facts and shared his memories and stories. The artist brought in a learning opportunity for both the teacher and students towards working with clay.

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How did the project help teachers address arts education curriculum expectations?

I was able to bring in a media in art that we are not use to working with. We do not have a kiln in our school and have not had clay. We learned about art elements, balance, and contrast with the use of symbols on clay. We research Canadian Artists in various art forms and created art tiles. We learned to critique and assess our own work (looking through the eyes of the artist). We created art that told a story about connecting history, community and selves.

What was the project's impact on teacher practice (refer to research question)?

We found that the seniors and elders in our community have and do shape our views of the areas in which we live. We reflected a lot on how life and expectations/rules/laws have changed over the years. We reflected on how the community has changed over all of these years. We found that we could tell a story using symbols and not words.

Part C: End of Project Reflections

13. Final Photo Selection – *Students may want to choose this photo*

Choose one final photograph that best captures the essence of the project. Create a caption for photograph. (*You can create new slides for the photos if you wish to include them here.*)

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Our Community Past and Present

Tiles
represent
the
connection
between
youth and
elders in the
community
as seen
through the
eyes of our
youth.



Part C: End of Project Reflections

14. Final Project Statistics

How many artists were involved in your project?	1
How many schools were included?	1
How many students participated?	21
How many teachers were involved?	1
How many volunteers assisted?	30
How many community organizations participated?	3
How many businesses contributed in some way?	2

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Part C: End of Project Reflections

15. Financial Report *(see template on following page)*

Revenue: Please include your ArtsSmarts/TreatySmarts grant money, planning subsidy, and any school or community contributions.

- Donations in-kind should be included in the revenue and marked as in-kind expenses.

Expenses: Please include all expenses related to your ArtsSmarts/TreatySmarts project.

- Donations in-kind should be included as expenses (in relation to those listed in your Revenue reporting)

Revenue and Expenses MUST balance. Any grant money not accounted for must be returned to the Arts Board or utilized for a further exploration of arts and culture in relation to your initial project (eg. A community celebration, additional time with artist, additional materials for artistic production, etc.)

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15. Financial Report *(continued)*

Revenue	Expenses
ArtsSmart grant \$9,000.00 Planning subsidy \$1,000.00	Artist fees \$5,604.00 Planning subsidy \$1,000.00 Per diem \$ 440.00 Travel \$1,262.80
In Kind LSKY admin and consultant time, school supplies, student bussing to Mervin, celebration event, senior tea, promotion, printing	Materials \$437.20 Kiln firings \$800.00 Tools \$462.00
LSKY \$5.80	
Total Revenue: \$10,005.80	Total Expenses: \$10,005.80

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Part C: End of Project Reflections

16. Feedback

Was this template useful for documentation and reporting? If not, how could it be made better?

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