

**CREATIVE PARTNERSHIPS INNOVATIONS PROGRAM
FINAL REPORT Cut Knife High School & Living Sky School Division**



“WE HAVE A STORY TO TELL”

Grant Recipient: Cut Knife High School, Living Sky School

Division no. 202

Report Date: June 4, 2010

1. Research Question

What are the possibilities for cross-curricular projects that bring Art together with Science, Literacy, Technology, and History while maintaining cultural diversity and embedding Aboriginal “ways of knowing” and a value of our shared history into the curriculum? By combining traditional and contemporary art forms with other subjects, we hope to identify more ways for students to learn.

Considering the documentary material you gathered over the course of the residency, what can you now say in answer to your research question?

- Final celebration was a fusion of the Arts, incorporating *history, story, technology and Aboriginal “ways of knowing”*. It brought together both traditional and contemporary forms of expression.
- *Science: grade 9*, Simon Moccasin stories about the beginnings of the world, acknowledging Aboriginal Ways of Knowing.
- *Altered Books* project brought together literature, theme discussions and perceptual challenges to be solved.
- *Dance and history* - traditional dance (in regalia) was incorporated into modern dance choreography for the school, Olympic Torch original dance and for the final performance. Discussions about clothing purpose and design, movement elements and symbolic representation of natural elements and animals was used to understand ways to make connections between the contemporary and the traditional forms of dance.
- *Music and Technology* – students used GarageBand to compose and record music, making Hip Hop beats for their songs.
- *Art and Technology* – students learned how to make Animations from their drawings and also used stop motion techniques to animate their sculptures

- *Art and Science* – Students created an Art Exhibit to complement the Science fair held in their school and invited the community to the display.
- *Artist in Residence Blog* – the AIR committee created a blog for the program and artists and students contributed to updates about activities and projects. They documented through photo, video and writing throughout the year.

How do you see what you've learned being applied in your community in the future?

- Connections and relationships with Chief Poundmaker, Chief Little Pine and Sweetgrass schools have been established. We hope to see these initial steps lead to more collaborative events in the future.
- Creation of an Arts Education Studio for the school has been a key support to the project. There is now a lunch drop-in program for students to come and make use of the “Creativity Café”, and is a space for dance, drama and music.
- Greater cultural appreciation is evident in the school and students and teachers now view the “arts as a normal part of the day”.
- Increased awareness of local artists, musicians, dancers, actors, writers, and story tellers in the area and in the province.
- Rich historical sharing with students and teachers through the Clayton McClean Memorial Museum staff.
- Development of a new school award for Fine Arts sponsored by a community business.



2. Documentation

a) Please provide a narrative summary of your residency.

“Our Voice, Our Story” –Explorations, 2009

“I Have a Story to Tell” - Creative Partnerships Innovations, 2010

Over the last 16 months, students and teachers of Cut Knife High School have been exploring the idea of story, voice and identity. They have had 15 guest artists – local and from elsewhere - work with them in Visual Art, Dance, Drama, Music, and Film. There have been both traditional First Nations teachings and contemporary innovations with a fusion of style and media. The stories expressed have been a celebration of all cultures and perspectives.

Dance – Ashley Johnson (2 months)

Class introductions, visits to reserves & elementary schools, teacher workshops, community classes, preparing the studio, build stools, cross-over workshop with Holly “gesture drawing dancers”, extracurricular dance troupe, create dances for public, create dances for Olympic Torch ----

Music – Kelly Daniels (1 month)

Class visits, drumming, singing, perform with dancers, traditional

- Brad Bellegarde (1 month)

Contemporary music, Hip Hop, writing rap lyrics, understanding Hip Hop culture, story, recording beats

Visual Art – Holly Hildebrand (2 months)

Class visits, elementary school, projects, lunch club, art in the hallways, animations, exhibit with Science Fair, documentation, many forms of art and mixed media, lots of activity

Drama – Simon Moccasin (2 weeks)

We lost our scheduled artist (Gabriel Yahyahkeekoot, film maker) and had to make new plans on short notice. Simon brought in story telling, theatre skills, script writing and directing. He brought in visiting artists as well, Violet Naytowhow, Tala Tootoosis and

Erroll Kinistino. Simon wrote short scripts with students and one was used for the Final Celebration.

Ashley, Brad, Holly and Simon worked together, with Sherron Burns, Arts Ed Consultant, for three days on the final celebration with students. All students were invited to apply to be a part of this project and 40 students were selected from grades 7 to 11 for the collaboration. Students explored ideas, took risks, created together, rehearsed and performed for the school and community. We were very excited to have two students from Chief Poundmaker school join the group as well.

What is voice? What is my story? Identity is not an easy concept to define – it changes over time and in different situations, but we recognize the importance of mining our stories for deeper understanding. The final celebration revolved around a play written by Simon Moccasin with the help of students. It is a love story between two people from Cut Knife and Chief Poundmaker. It is also a teaching story as it incorporates a story of the battle at Cut Knife Hill and introduces the audience to some Cree words and expressions. The story focuses on having pride in who you are and though serious, it is expressed with humour and symbolism. The students identified eight key themes in the play and in their story: love, faith, unity, harmony, peace, life, happiness and hope.

b) What methods did you use to document the progress of your Innovations grant?

The screenshot shows a blog page for 'Artist in Residence'. The main heading is 'Celebrating the Arts: A Performance!'. Below it, the date is 'May 17th:' and the text describes a meeting with artists and students. A photo shows a group of people at a table. The left sidebar has 'Creative Partnerships' and 'Pages' (About, Dance, Drama, Music, Visual Art). The right sidebar has 'Big Ideas' with a list of tags like 'animation', 'Art', 'Ashley', 'Brad', 'celebrate', 'challenge', 'create', 'creative', 'Dance', 'display', 'drawing', 'explore', 'fun', 'Gabriel', 'gesture', 'Hip Hop', 'Holly', 'InfoRed', 'Kelly', 'lyrics', 'media', 'music', 'performance', 'Play', 'poetry', 'Rap', 'Rap Music', 'sculpture', 'Simon', 'story', 'studio', 'symbols', 'technique', 'technology', 'thank you', 'visual colour', 'workshop'. There is also an 'Admin' section with 'Site Admin' and 'Log out'.

- AIR Blog <http://artistinresidence.edublogs.org/>

- Cut Knife High School website <http://www.ckhs.lskysd.ca/>
- Video – dance performances, animations, final performance (attached)
- Photos, public slideshows (attached)
- Student surveys (attached)
- Teacher surveys
- STF Bulletin (attached)
- LSKY website <http://www.lskysd.ca/>
- Arts Alive website <http://www.artsalive.lskysd.ca/>
- Local newspaper
- Cut Knife High School newsletter
- School displays throughout the school and community

3. Legacy

Please describe what you think will be the long-term impact of your grant.

- Continuation of senior level Arts Ed classes, including Arts Education, Visual Art, CPT (just started during this year).
- Lunch time Arts Ed activities in the Studio in response to student interest.
- Ongoing Studio program to meet the curricular needs (to be developed as staffing allows).
- Increased community awareness and support of cultural activities in the school.
- Possibility for more collaboration in future with Chief Poundmaker, Chief Little Pine and Sweet Grass students.
- Creation of a new school award to recognize achievement in the arts.
- Art is everyday life, not as a special occasion activity and it is incorporated, in authentic ways, into many curricula.
- Teachers have a greater knowledge of methods, the resources available and the physical space it demands for an Arts Education program.

What advice do you have for future applicants to this program?

- Be aware of the scope of your goals for the year. Do not let them get too big as the year passes quickly and you can become overwhelmed by the activities and extra programming required. If your goals are straightforward and realistic you will be better able to focus staff energy and will be more likely to be successful.

The goals can grow through the year to encompass things that may not have been considered at the beginning of the plan.

- Allow time for the artist(s) to get to know the school (staff and students), and to feel integrated into all aspects of the institution. Relationships take time to develop and the artist should feel like an integral part of the school culture.
- It is helpful to have a manager to oversee the details and troubleshoot potential glitches. In our case, we made use of the Arts Education consultant for Living Sky who was able to oversee hiring of artists, contracts, and other administrative details.
- Maintain a high level of communication among manager, teachers and artist(s), with scheduled, regular meetings to discuss goals, new directions and time for reflection.
- Gather student feedback and incorporate into your reflection time.



4. Curriculum Connections

How well do you think the program functioned to help your teachers implement arts education curriculum objectives?

The artists became familiar with curricular expectations and together the artist and teacher became a team for the planning process. Planning was done with teachers from the High School and the Elementary School applying Arts Ed themes, outcomes and Big Ideas into class activities. We explored ways the arts enhance other subject areas and incorporate creative thinking and approaches into other subjects. We recognize that

many of our students are visual – spatial learners who benefit from this mode of teaching and that it supports differentiated instruction.

What have you learned that might help other schools and teachers implement arts education in their classrooms?

It was very important to have all the teachers on board for the Innovations project. We worked hard to ensure all teachers would know what was happening with the program through weekly/monthly schedules posted. We found that pre-planning was essential to our success with students. We asked ourselves “what is the big picture and how are we going to get there?” It is important to realize and be prepared for the time commitment this means over and above the regular duties as a teacher. We believe it is worth it!





5. Innovations Program Goals

1 = not at all. 5 = beyond our expectations.

Access

The residency provided innovative opportunities and access to arts and culture in the school community.

(Please circle) 1 2 3 4 **5**

Comments:

We were continually amazed by what the artists were able to offer to the school and the interest shown by community. The hallways were filled with art and lyrics, and the Studio was in constant use by students rehearsing, dancing, visiting and trying out new techniques. We were introduced to Hip Hop, circle time, story telling, quilting, drumming, rap, imagination exercise, movement games, characterization, viewing activities, animation, sculpting from found objects, scripting, gesture from live models and so much more.

Artist's Practice

The residency met the artist's need for time and space to develop his/her own artistic practice.

(Please circle) 1 2 3 **4** 5

Comments:

The school committee ensured that scheduling included artist time to work on their own creative projects. The productivity varied from artist to artist but we have seen their own work flourish as a result of the creative space in which they were immersed. Ashley created an original dance (and showed it to the school community), Brad worked on developing an album he was preparing for and has since written many songs, Holly continually works on her projects as she prepares for exhibits of her work, but she found it difficult to stop the preparations for the students and put in more time than expected. Simon will use the script developments that came about through work with students and found the time to be inspiring and stimulating as an artist. All of the artists were grateful for the time provided for their own development and were excited about the collaboration.

Development of the Arts

The residency encouraged the development of future artists and arts groups in the province.

(Please circle) 1 2 3 **4** 5

Comments:

The students have had an opportunity to explore their own strengths and interests. Some expressed amazement at what they could do, hidden talents uncovered and were encouraged and inspired by working with the artists. We believe that the definition of art has been expanded and as students take more risks in their path of learning more doors will open for them. This speaks to the future.

Partnerships

The partnerships that developed over the course of this residency will have a lasting impact in the school community.

(Please circle) 1 2 3 **4** 5

Comments:

Potentially, the relationships that have been cultivated and will continue to grow over the years. We recognize that the grant allows for financial connections to be made that may not otherwise possible and future partnerships can be explored between the schools..



6. Financial Report

Attach a financial report that shows the actual revenue and expenditures of your Innovations program.

1. Budget (* is in-kind)	<u>Projected</u>	<u>Actual Expenses</u> (excluding in-kind contributions)
Expenses		
Artist Salary (\$3000/month, 8 months)	\$24,000	\$ 24,721.27
Salary benefits (13%)*	\$ 3,120	
Materials/Equipment* (\$5,000 in-kind)	\$ 7,000	2,623.10
Travel Costs (\$1000 per artist, 4 artists)	\$ 4,000	4,000.00
Communication costs*	\$ 500	
Studio/teaching space (\$50/day, 160 days)*	\$ 8,000	
Arts Ed Consultant*	\$10,000	
Administration and payroll*	\$ 8,493	
TOTAL	\$65,113	\$ 31,344.37
Revenue		
In-kind Contributions		
Cut Knife High School (space, materials, equip)	\$13,000	
Living Sky School Division	\$22,113	\$ 1,344.37
(Art, Ed consultant, communication costs, admin/payroll, MERCs)		
Partnerships Innovations Grant	\$30,000	\$ 30,000.00
TOTAL	\$65,113	\$ 31,344.37

7. Artist's Reports

* Attached



General Student Reflections:

“It was fun to learn new things.”

“Participating in the Olympic Torch celebration (dancing) was an opportunity of a lifetime!”

“It was tons of fun! In future I would like a choice in what artist to work with.”

“The grand finale was breath taking. I was really proud to be a part of it.”

Grade 9 Reflections:

" Simon taught us to be more confident."

"I notice that there is way more art on the walls!"

"The school became more colourful after the artists came."

"It was fun!"

"It brought culture to the school."

"The AIR program brought the school together."



Grade 11 & 12 Reflections:

"AIR was good. It got a lot of students to participate, and it showed the artist in everyone!"

"The AIR program was loads of fun. I definitely saw a big change in Art class and around the school. I had a blast doing dance class!"

Thank you so much for the financial support! Without the Saskatchewan Arts Board we would not be able to offer such vibrant and exciting programs in our schools.