

ArtsSmarts Saskatchewan

“Hip Hop & Story Shop: Finding my Voice” Connaught School

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

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Part A: Project Planning

Grant ID #:13626

School: Connaught Community School

Contact Name: Sarah Grant

Complete the questions in this section as part of your pre-project planning and after students' initial meeting with the artist. Some of the information should come from your planning meeting (e.g., work plan).

1. Reflection

Why have you chosen to participate in an ArtsSmarts project?

We were so excited to have another positive First Nations role model come in to set a good example for our students. We believed that the topic for the project was very current, and would be a good way to connect with a large number of our students. We are a school with primarily First Nation and Métis students and we have a school wide focus to help improve writing. We believe this project will have a positive impact on students. It is exciting to see a First Nation artist who works and makes a living as an artist.

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Part A: Project Planning

2. Research Question (Teacher Practice)

What was your original research question?

Can working with a hip-hop artist help build my confidence in this art form when working with students? How will the arts encourage student to have confidence in their writing and finding their voice? How will including our community stories help build good relationships and understanding?

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?

- Unfortunately, we were not able to engage with the community as much as we had originally anticipated. As a result of this, the project became more focused on student confidence and voice in writing.

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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)?

- [CP6.7](#)
- Demonstrate increased skills and abilities in the use of voice and instruments.
- [CP6.9](#)
- Create sound compositions that explore relationships between music and identity (e.g., influencing factors such as pop culture, cultural heritage, peer groups, personal and family interests, gender).
- [CR6.2](#)
- Investigate and identify ways that the arts can express ideas about identity.
- [CH6.1](#)
- Investigate how personal, cultural, or regional identity may be reflected in arts expressions.

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Part A: Project Planning

4. Inquiry Questions (Student Learning)

What were your original inquiry questions?

**What will I learn about myself by telling my story through hip-hop?
Does working with an artist give me confidence?**

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.

During the first week of the project, hip-hop artist Eekwol come to our school to work with the Grade 2, 4, 4/5, 5, 6, and 7 students on a daily basis. During this time, she planned to do an overall introduction with the students, and work with them on writing their own lyrics.

The second week was primarily to be focused on the students creating their own hip-hop beats. They used the Ipad application entitled Easy Beats and combined sounds to make background tracks for their lyrics.

The third week was dedicated to the editing process. Eekwol planned to take the beats home to her studio in Saskatoon, and refine the patterns to prepare them for the final performance.

The final week of the project was designed as a time for rehearsal and preparation for the final performance. We had an evening performance as well as a day performance where the students were able to share their work with their friends and families.

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Part A: Project Planning

6. Documentation Process

- Recorded videos and sounds on Ipads
- Wrote lyrics and reflections out in personal journals
- Uploaded videos to our school Youtube channel

What tools will you use?

- Ipads
 - Easy Beats
 - Camera tool
- Pencils and papers
- Smart board
- Eekwol's speakers, microphones, recording equipment, editing lab
- Spotlights

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

- Eekwol
- Sarah Grant (Arts Ed.)
- Sherron Burns
- Rachel Florence

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Part A: Project Planning

7. Photograph Selection

Eekwol and students getting to know one another



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McKenna aka Skull, grade 4

Students really enjoyed taking on a hip hop alias and discovering the culture of hip hop: beats, dance, images and lyrics.

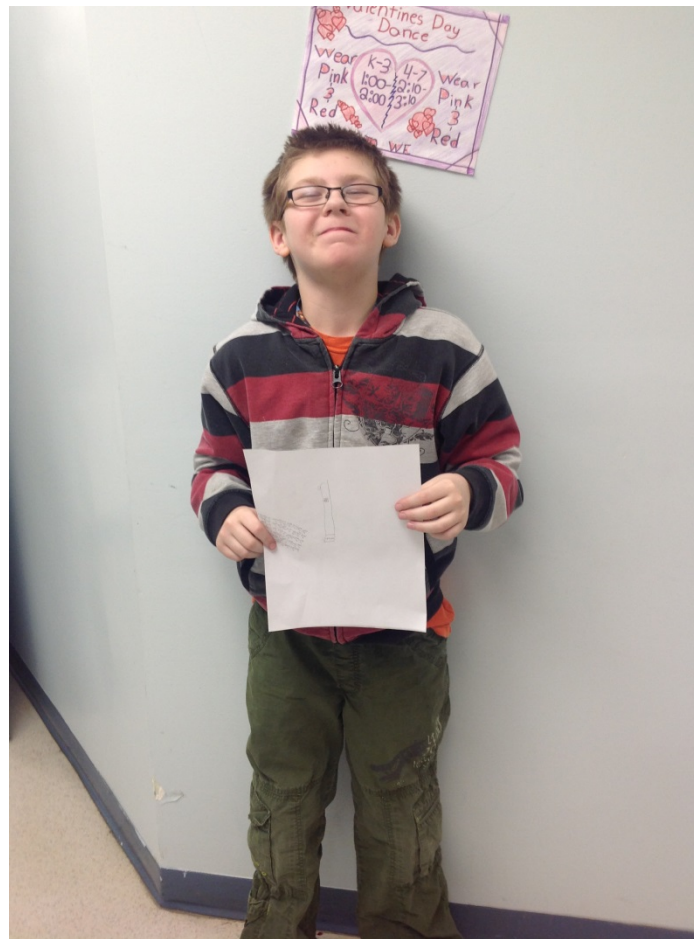


Seth aka Scar, grade 4



Dustin aka Lord of the Rings, grade 6

- This student has some special needs and was able to fully participate. The project included all students and they felt success.



Part B: Mid-project Reflection

Grade 4 students working on their banner with alias and images.





Eekwol and grade 6 students after performing the class rap song.

Grade 5 class, celebrating their hard work.



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?

What do you see students learning?

The students learned how to draw on their own personal experiences to create lyrics. They learned to collaborate and appreciate that each artist has their own part to contribute, and it takes many skills to create a final product.

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

Identified outcomes (CP6.7, CP6.9, CR6.2, CH6.1) were fully connected to the observed student learning. In our school, we assess each outcome, and learning was clearly achieved.

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Part C: End of Project Reflections

10. Tell Your Story

- Gym Welcome Assembly for Eekwol where she performed “What’s Good”. They all participated and did hand signals. Message was excellent – not be afraid to stand up and get involved. It was wonderful to see the difference at the end of the project when she performed it again at the end – they were so excited to get up and perform with her.
- School Community Council lunch to discuss the project, meet Eekwol and talk about ways to collect stories.
- Classes made up class songs with collaborative writing
- Each student created their beat on iPads using Easy Beats
- Each student wrote their own lyrics, based on their own story. She related it to how she composes songs. She shared an example of a song about her son and becoming a mom.

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- Eekwol took the beats and did some editing to get them ready for performance
- Students painted banners – bringing in graffiti as an element of Hip Hop. Banners included their Hip Hop alias and images.
- Students rehearsed and practiced with microphones and sound system to get used to hearing their voices and to gain confidence.
- There was an option to record the song – especially if they felt too shy to perform live in front of an audience.
- Students took portraits in Hip Hop poses – think of yourself as a star, an artist – and added their Hip Hop names.

Turning Points

- Students were somewhat “star struck” and quiet at the beginning, very reserved with Eekwol
- We saw a big change once they started using the microphone, and prepping for performance. Could see the confidence coming up and a willingness to share their work.
- Their work started to sound more polished and professional (once Ekwol did some work on them as well) they became more confident.
- There was a sense of community in the class – collaborating with songs, sharing lyrics and beats and having some perform your song for you
- We appreciated the time involved as relationships develop with trust and over time.
- The artist and teacher had a great working relationship and could support each other in the classroom.

End Celebration: Rap Up!

- Connaught hosted a family night to come see and hear the students perform
- Hosted by Eekwol and Ms. Grant and assisted by Ms. Florence, snacks and drinks provided.
- Gym was decorated with student banners and each class was featured with a slide show of students in poses with their Hip Hop name.
- Students were invited to come up and perform their raps. It was set up like a real rap show – name of singer, beat artist and lyric author noted.
- Also featured video of some songs if the student couldn't perform live.
- Ended with Eekwol sharing some songs.

Grade 4 Reflections

- I loved this program! Eekwol is so nice I love her singing. When I grow up I want to be a singer too! My favorite part was the warm ups and the iPads (making beats). I'm going to continue writing my song.
- I think that the warm up exercises were really cool. And making the lerax (lyrics) was really cool. But my favorite part was being able to hang out with Eekwol. And painting the banner.
- I liked sharing the beats!
- I loved working with Eekwol!

Grade 6

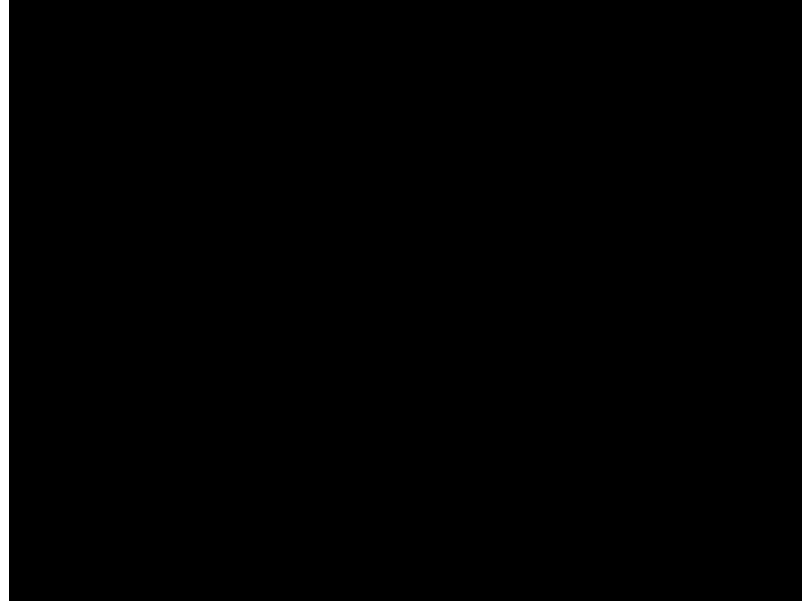
- It was fun and cool, hope she comes back!
- I liked making raps about bannock, me and people. It's so fun making the beats.
- I liked the beats and the performances. It was fun when she sang to us and it was legit when she made beats!
- It really showed us what we can actually do.
- I liked the rap up because I made everyone laugh and everyone heard my wonderful voice.
- I would like more classes like this.
- TBH I loved everything that we did because writing lyrics and making beats and performing was the funnest thing I ever did.



Grade 6 rehearsing the class rap. Using the microphone built their confidence.

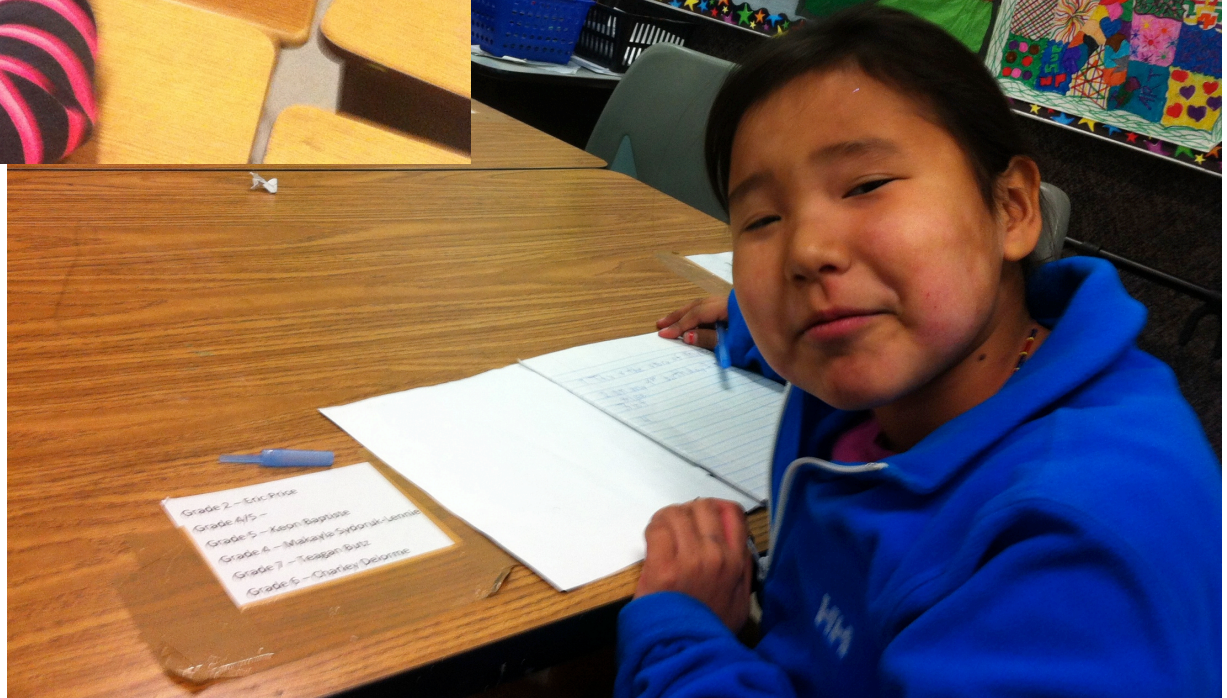
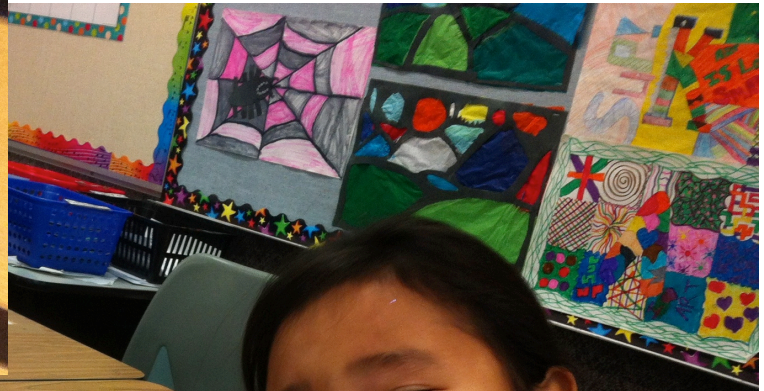
Landis Roan, grade 5

Minecraft rap



Grade 4, composing class raps with gestures





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?

- Artists are powerful vehicles in the classroom.
- Students respond well to projects that encourage interaction with artist and that relates to their culture – including Pop culture.

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

- Eekwol has life experience and good skills as an artist
- She was a positive role model and really helped students feel confident about their ability to write lyrics and to share them with an audience
- The focus was not on the final product but upon the learning journey and how we feel about ourselves

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

The Arts Ed curriculum expects students to have interactions with artists and to view the arts as a regular part of life, in everyday situations, a part of the community. This project was integral to that learning.

The focus was on exploration, innovations, taking a risk and personal expression.

Students learned how to incorporate technology in authentic and meaningful ways (iPad beat apps).

Writing with purpose brings out better articulated expressions that students can be proud of.

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

They learned to use new programs and participated in a process for creation modeled in the classroom.

Part C: End of Project Reflections

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

Confidence to tell my story and sing my song!



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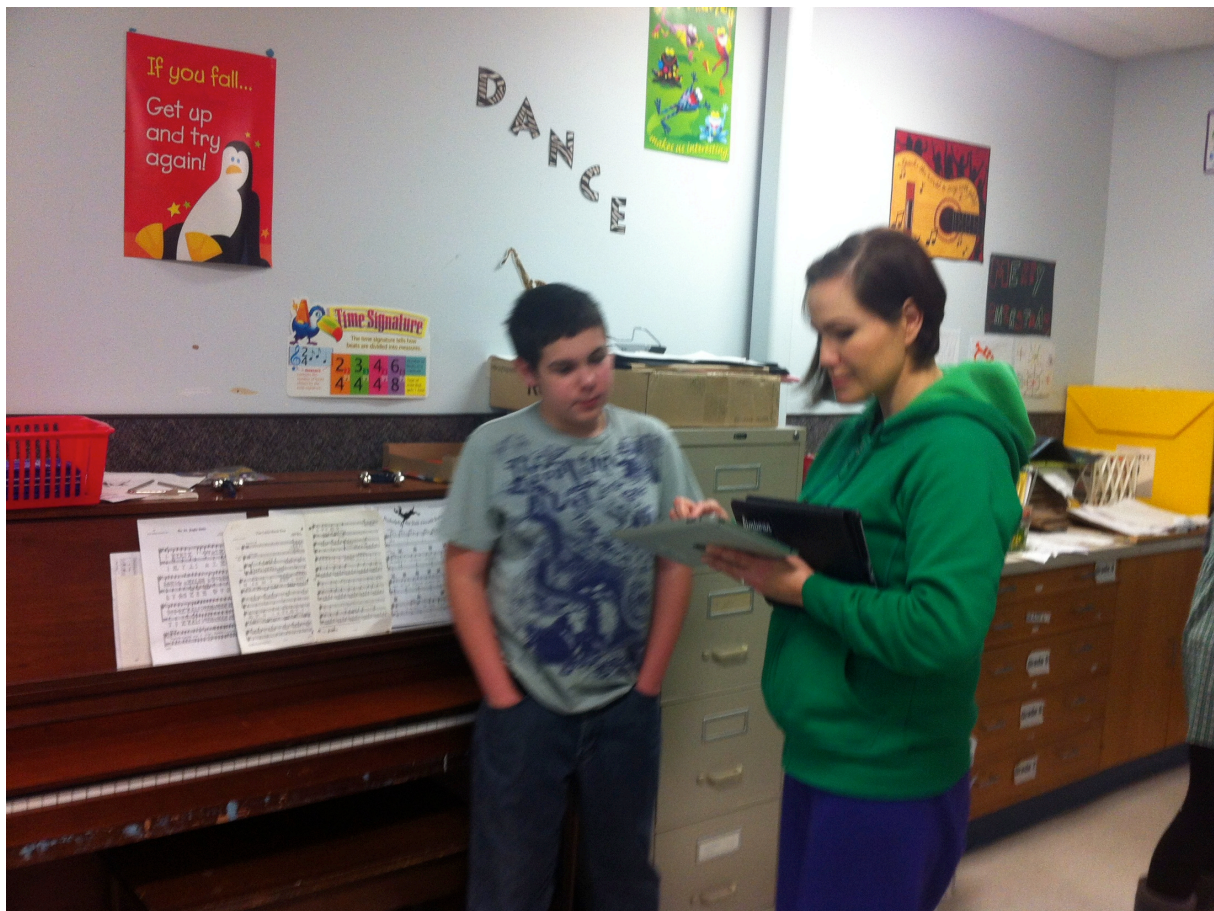
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Part C: End of Project Reflections

14. Final Project Statistics

How many artists were involved in your project?	1
How many schools were included?	1
How many students participated?	Grades 4 – 7, plus grade 2 120 students
How many teacher were involved?	2
How many volunteers assisted?	4
How many community organizations participated?	School Community Council
How many businesses contributed in some way?	none

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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 \$7,500.00 Planning subsidy \$1,000.00	Artist fees \$ 6,000.00 Travel \$ 1,500.00
In Kind LSKY teacher planning time, sub, community council lunch, celebration food, art supplies, iPad use, documentation, video, promotion to community	Planning fee \$1,000.00
Total Revenue: \$8,500.00	Total Expenses: \$8,500.00
Notes:	

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16. Feedback

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

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