

Project Information
Reflection
Research Question
Curriculum
Inquiry Question
Project Work Plan
Documentation
Photo Selection
Mid-project
Reflection
Tell Your Story
Final Reflections
Project Statistics
Financial Report
Feedback

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:

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Project Information

Reflection

Research Question

Curriculum

Inquiry Question

Project Work Plan

Documentation

Photo Selection

Mid-project

Reflection

Tell Your Story

Final Reflections

Project Statistics

Financial Report

Feedback

Part A: Project Planning

Grant ID #:13625

School: Lawrence, Living Sky School Division No 202

Contact Name: Barb Mutch (teacher) and Sherron Burns (consultant)

“Puppet Voices: Building Confidence through Story”

1. Reflection Why have you chosen to participate in an ArtsSmarts project?

- Funding available to support it is crucial, schools cannot do this kind of programming without financial support
- Lawrence School students represent a wide range of cultural diversity and has become a ‘magnet’ school, of sorts, for the families who are new to Canada. There are also many First Nation and Métis students and teachers work hard to build relationships and celebrate language and culture. Some of the new Canadians arrive with little to no English and this creates huge barriers in meeting others and feeling that you belong. Puppets can tell stories and inspire emotions, without words. They can be a safe way to express what you want to say without language proficiency.
- Teachers wanted the knowledge, experience, skills in professional puppeteering, to learn about the art form from an artist, and to gain confidence using puppets to tell stories.
- Technique, language, vocabulary, movement, the many forms and styles of puppets

Project Information

Reflection

Research Question

Curriculum

Inquiry Question

Project Work Plan

Documentation

Photo Selection

Mid-project
Reflection

Tell Your Story

Final Reflections

Project Statistics

Financial Report

Feedback

Part A: Project Planning

2. Research Question (Teacher Practice)

What was your original research question?

How will working with a professional puppeteer help me learn new ways to engage students in storytelling as an expressive form? Will this engagement translate to the writing process? How do artists inspire us to think in new ways? How might the collaborative nature of theatre build a greater sense of belonging and help us move beyond language/cultural barriers?

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?

We kept the question the same.

Project Information

Reflection

Research Question

Curriculum

Inquiry Question

Project Work Plan

Documentation

Photo Selection

Mid-project
Reflection

Tell Your Story

Final Reflections

Project Statistics

Financial Report

Feedback

Part A: Project Planning

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)?

ELA CC5.3 Speak to express and support a range of ideas and information for particular audiences and purposes.

ELA CC 7.6 Use oral language to interact purposefully

Arts Ed CP5.3 Demonstrate how various roles, strategies, and elements function in drama

Arts Ed CP5.4 Create drama using culture as inspiration

Arts Ed CP5.8 Create art works using a variety of visual art concepts

Arts Ed CR5.2 Respond critically and creatively to a variety of culture expressions

Arts Ed CR 7.3 Examine and describe how arts expressions reflect diverse experience, values, and beliefs.

Arts Ed CH 7.1 Investigate how artists' relationship to place may be reflected in their work

Project Information

Reflection

Research Question

Curriculum

Inquiry Question

Project Work Plan

Documentation

Photo Selection

Mid-project

Reflection

Tell Your Story

Final Reflections

Project Statistics

Financial Report

Feedback

Part A: Project Planning

Inquiry Questions (Student Learning)

What were your original inquiry questions?

What can stories about my culture tell me about myself? What will I learn from others when I listen to their stories? Will working with puppets give me confidence to speak in front of others? How might this spark ideas for writing stories?

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

Yes, directly in relation to student exploration of culture, place, identity. Student were playing with voice, perspective and character as they shared stories.

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

No.

Project Information

Reflection

Research Question

Curriculum

Inquiry Question

Project Work Plan

Documentation

Photo Selection

Mid-project
Reflection

Tell Your Story

Final Reflections

Project Statistics

Financial Report

Feedback

Part A: Project Planning

Project Work Plan

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

Natalie worked with every class from K – 7 in the school. She had a special focus, and more time given, with the English as a Second Language group (mixed ages) and also grade 5.

Stage One “Meet the Artist”

Prior to the artist arriving, students will look at the theme of “Stories from my Elders”, including childhood memories, lifestyles, family time, responsibilities.

Introduce Natalie Labossière to the students and staff of Lawrence School, set up a mini puppet studio in the library; show various styles of puppets, ways to show character; ways into story

Getting to know one another through theatre exercises, improv and stories

Stage Two “Collecting Stories”

What is a story? How do we tell stories? What is my story?

Talking through puppets; playing with characters; playing with voices

Stage Three “Character and Voice”

Select a story to tell; oral stories and the writing process

Create a puppet character, build a puppet, animate through movement and mood and gesture

Play with voices and words, create word walls, document, character profiles, drawing stories

Stage Four “Celebrating our Stories”

Preparing to perform, rehearsal and refinement

Invite guests and family to see our puppet stories

Celebrate

Project Information

Reflection

Research Question

Curriculum

Inquiry Question

Project Work Plan

Documentation

Photo Selection

Mid-project
Reflection

Tell Your Story

Final Reflections

Project Statistics

Financial Report

Feedback

Part A: Project Planning

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?

Many photos of the process and the celebration

Bulletin board montage with student quotes and images

Student writing with the photos – character dialogue and description of the stories.

Student journals on process, new learning and understandings about confidence and voice.

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

Project Information

Reflection

Research Question

Curriculum

Inquiry Question

Project Work Plan

Documentation

Photo Selection

Mid-project
Reflection

Tell Your Story

Final Reflections

Project Statistics

Financial Report

Feedback

Part A: Project Planning

Photograph Selection

The EAL students were shy at first, not sure about this stranger in their room. But when materials and puppets were introduced they quickly started to engage. The helpers were astounded by the way they began to speak and interact with great excitement. They had not ever seen that kind of response.



Project Information

Reflection

Research Question

Curriculum

Inquiry Question

Project Work Plan

Documentation

Photo Selection

Mid-project
Reflection

Tell Your Story

Final Reflections

Project Statistics

Financial Report

Feedback

Meeting the puppets and finding their voice, not being afraid to speak even though they have limited English. The puppets made them laugh and relax, be the child they are at home.



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.)*

Project Information

Reflection

Research Question

Curriculum

Inquiry Question

Project Work Plan

Documentation

Photo Selection

Mid-project
Reflection

Tell Your Story

Final Reflections

Project Statistics

Financial Report

Feedback

We learned to listen to one another and share our stories



Puppets have a voice and so do I.
My puppet is an extension of me. (gr 5 Piper)



Learning to animate collective stories (gr 2)



Part B: Mid-project Reflection

Reflection

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

Once the students met Natalie they were really excited. It is not often you get to meet a real puppet artist. She shared my kinds of puppets too and let students try them out. There was lots of laughter as students tried out character voices.

It was interesting to explore story and themes of identity, culture and place as a source of inspiration. Once the students found the idea for their puppet character then everything started to click and the story started to develop.

Teacher Insight – the artist used the puppet form as the starting point, rather than starting with the story. Teachers generally are more comfortable with starting with story (and a writing process used in ELA). The puppets function and style influenced the story creation. Story could have had more depth if we had taken more time to develop longer over time. We thought we'd have lots of stories from the community to draw upon but that changed. Students decided to use their personal stories instead.

The project changed somewhat as we realized that the EAL adult community was not willing/able to come to the school and share their stories. We had to adjust to that and change the focus.

Project Information

Reflection

Research Question

Curriculum

Inquiry Question

Project Work Plan

Documentation

Photo Selection

Mid-project
Reflection

Tell Your Story

Final Reflections

Project Statistics

Financial Report

Feedback

What do you see students learning?

Puppet styles and forms:

They learned they could create so much more than first realized, for many it was a very unique situation in learning.

The workshops were rather 'chaotic' in terms of regular teacher expectations. There was a huge variety of materials available and the process involved experimentation and lots of problem solving. They were not given steps to follow and were encouraged to try things out and play with materials, learning from one another and innovating. Quite often teachers set up materials in a controlled way and with clear steps to follow in a prescribed order. It is easier to assess a product when they have been constructed in the same way. This was a stretch for everyone and the teachers could appreciate the learning styles and see the students blossom.

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

CP – building and constructing, problem solving, making connections, designing

CR – they talked about their process all throughout each workshop and reflected on choices, discussing what each one made and listening to the "why"

CH – history of art and theatre through puppets

ELA – stories were shared, focus on oral traditions, confidence in developing a story through improvisation rather than a prescribed writing process

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.

Project Information

Reflection

Research Question

Curriculum

Inquiry Question

Project Work Plan

Documentation

Photo Selection

Mid-project
Reflection

Tell Your Story

Final Reflections

Project Statistics

Financial Report

Feedback

Our Story

- Moments: aha moments, inspiration as they realized what they could do. Student excitement built quickly. They had all kinds of ideas.
- Longer blocks to work took the pressure off and students were able to connect with their character.
- “Kookum Gladys” – became a very alive
- Gave our kids a chance to create, to make a mess, playful, so much material and junk to create. It was very free – not an assigned subject with the same outcome. It kept evolving. They had aha moments to see the possibilities, using their hands
- Problem solving, lots of problem solving, working through it.
- Requires a lot of time, time to explore, understand the materials, and now understand the character, the life of the puppet. This also takes time. It has to percolate and grow.
- The first week had lots of pressures to get it made
- The second week was best as they had more time to develop
- I got to see sides of my kids I’d never seen before! They had new skills I was unaware of.
- We were so proud of them for being able to share their work.
- Kids were able to shine, found new skills -
- Confidence was shown to increase (not every single student) but very high degree of success
- Kids are so excited to take them home, proud of them, they had ownership and was their own puppet
- Teachers were really curious about what was happening, observed and asked questions and brought it into their classrooms, made comments about what they could see happening and the learning, the excitement

Student Stories

- Laura Slater, EAL teacher: was very excited about EAL students speaking, huge break throughs – Daniel, Pavlov, Roman, Keira
- EAL – they did stories about friends, how to play nicely and ways to behave, social skills – learning through play worked best
- Elizabeth - (a student with autism) – participated fully, built 2 puppets, even in all the excitement and noise she was still engaged and confident, this was a great accomplishment for her
- Desmond (gr 5) – seemed to gravitate naturally and quickly to puppets - he says: I made a lot of puppets when I was in daycare. Stomp was my favorite, he was big and looked dangerous (a big pig puppet). Make sure you try to “be” Stomp, I was imagining me carrying him and talking, giving him the right voice, then I could do it and make him move. I was trying to make Stomp be like the boss of everyone. It’s easier to perform with a puppet, people laugh at the puppet and I feel like I’m the puppet.
- Piper (gr 5) – loved Natalie, loved staying after school to help, she was very open to try representing a very expressive character. She already had lots of confidence and she was able to take risks to animate a big character, that could yell. She found the voice!
- Justice (gr 7) - is more reserved, shy. She became so excited about her puppet, Kookum Gladys and was so excited. Her puppet was large, colorful, lots of details. She liked taking care of her kookum.
- Darius (gr 7) – made a really interesting piece, innovative and unusual. He wasn’t there much but was able to shine in a short time.
- Mathew (gr 5) – a very shy person but he really came out of his shell, loved his puppet and always had a huge smile when showing his puppet, he connected with his puppet. His puppet became very talkative.
- True (18 yrs) – came to volunteer one morning and stayed everyday, all day for 2 weeks. She enjoyed being a part of the process, she was able to shine as a leader and worked tirelessly with the kids.

Part C: End of Project Reflections

11. Photograph Selection

Carla (gr 3) In the beginning she wouldn't speak (she is a Spanish speaker and English is difficult), but by the end she was fully participating. She was willing to perform her story for other students too.

Jayden (gr 6) was really in his glory and was willing to show a lot of leadership.

Matthew (gr 5) Built so much confidence over the two weeks, came out of his shell

(gr 4) The class performed for the preK class and sang some songs. They were able to improvise new stories as well.

Gr 5 – trio Puppet Idol Judges – they had a huge level of confidence to lead the others, keep it flowing, voices, and gestures and character

Project Information

Reflection

Research Question

Curriculum

Inquiry Question

Project Work Plan

Documentation

Photo Selection

Mid-project
Reflection

Tell Your Story

Final Reflections

Project Statistics

Financial Report

Feedback

When I'm happy,
I make creative things.
When I'm angry, it's
messy and not so nice

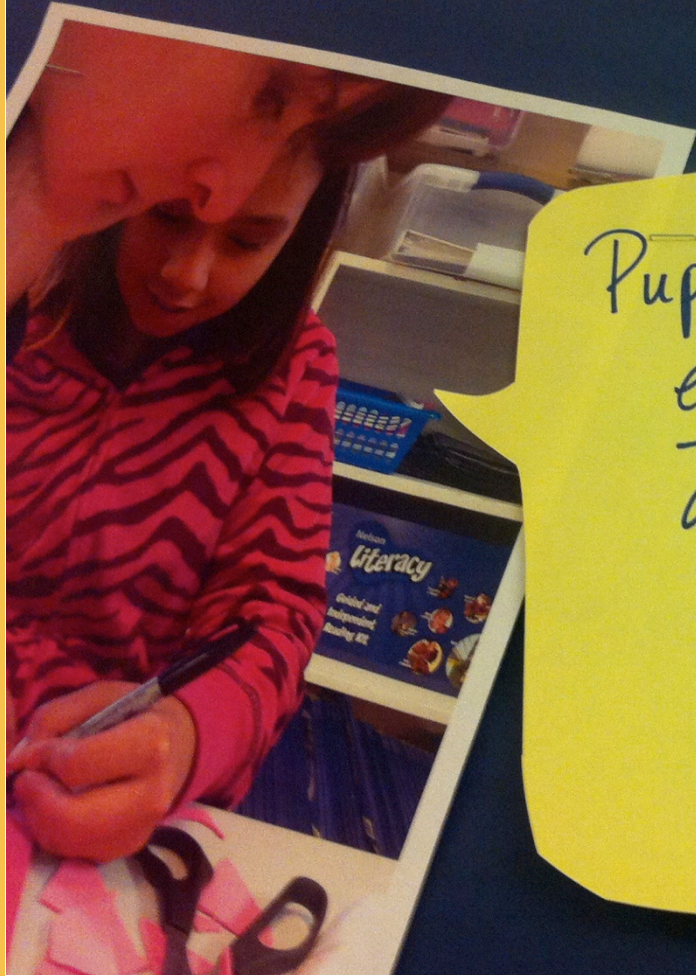
Gr. 3





Making a puppet is
about trying different
solutions to a
problem

Gr 5.



Puppets let us
express our feelings,
and our thoughts.

Gr 5.



I think people
listen to puppets
more than they would
listen to what a human
has to say.

Gr. 5





















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? Freedom to create and get messy, hands on problem solving, investing in character and puppet, relating to an artist, learning from their skill and experience and leadership, time to develop.

How did the artist's presence in the project enrich teachers' and students' experience during the process? Skill, experience, knowledge in the form was appreciated. Natalie related well to the kids and they connected to her personally. Two weeks was time to build a relationship, trusted her. Loved her puppets!

Natalie was able to let the students help direct the playing and the story development, she was responsive to the students.

How did the project help teachers address arts education curriculum expectations? The teacher will use puppets to continue to explore music curriculum to physicalize movement and emotions as we hear it in music.

What was the project's impact on teacher practice (refer to research question)? Kids are more comfortable talking through their puppets with something to "hide" behind. Seeing the value in project based work, not just task focused.

Project Information

Reflection

Research Question

Curriculum

Inquiry Question

Project Work Plan

Documentation

Photo Selection

Mid-project
Reflection

Tell Your Story

Final Reflections

Project Statistics

Financial Report

Feedback

Part C: End of Project Reflections

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

Natalie and Roman found a special connection through play that went beyond language.



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?	249
How many teachers were involved?	5 teachers 8 EA's
How many volunteers assisted?	1
How many community organizations participated?	1 Collective Voice Theatre
How many businesses contributed in some way?	1 Fabricland Student/family contributions

Project Information

Reflection

Research Question

Curriculum

Inquiry Question

Project Work Plan

Documentation

Photo Selection

Mid-project
Reflection

Tell Your Story

Final Reflections

Project Statistics

Financial Report

Feedback

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.)

Project Information

Reflection

Research Question

Curriculum

Inquiry Question

Project Work Plan

Documentation

Photo Selection

Mid-project
Reflection

Tell Your Story

Final Reflections

Project Statistics

Financial Report

Feedback

Part C: End of Project Reflections

15. Financial Report *(continued)*

Revenue	Expenses
ArtsSmart \$8,455.00 Planning subsidy \$1,000.00	Artist fees \$500 x 10 = \$5,000.00 Artist planning & meeting = \$1,000.00
In Kind LSKY – travel to airport, in town travel, consultant time and support, promotion, use of iPad	Artist travel = \$576.00 Accom = \$880.00 Per diem = \$850.00 Baggage extra = \$42.00 Taxis = \$56.00 Supplies = 46.47
LSKY - \$60.12	Meetings & Supplies = \$173.71 Supplies = \$161.69 Supplies = \$29.25 Supplies at school = 400.00
	Honoraria for helper = \$300.00
Total Revenue: \$9,455.00	Total Expenses: \$9,515.12

Notes:

- Project Information
- Reflection
- Research Question
- Curriculum
- Inquiry Question
- Project Work Plan
- Documentation
- Photo Selection
- Mid-project Reflection
- Tell Your Story
- Final Reflections
- Project Statistics
- Financial Report
- Feedback