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ArtsSmarts Saskatchewan

Documentation and Final Reporting Template Revised Version 2012-2013



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, Arts and Learning Consultant

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Part A: Project Planning

Grant ID #: 12506

School: Medstead Central School

Contact Name: Kacie Guse

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?

I want students to have a unique learning experience where they can explore, play, and “muck about” through an artistic process to create meaningful connections and feel safe to take risks and make mistakes.

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Part A: Project Planning

2. Research Question (Teacher Practice)

What was your original research question?

1. How does discovery-based learning and mucking about change the way my students learn and how will it change my teaching practice?
2. What do children learn by exploring the needs and characteristics of living things?
3. What does this tell them about themselves and their role in this world?
4. How will working with an artist make them more aware of the environment and the many ways to express themselves?

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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)?

English Language Arts

CR4.4. Read for various purposes and demonstrate comprehension of grade appropriate fiction.

CC4.2. Create a variety of clear representations that communicate straightforward ideas and information relevant to the topic and purpose, including short, illustrated reports, dramatizations, posters, and other visuals such as displays and drawings.

CC4.3. Speak to present and express a range of ideas and information in formal and informal speaking situations for differing audiences and purposes.

Arts Education

CP4.7. Create a visual art works that express own ideas and draw on sources of inspiration from Saskatchewan.

CP4.8. Create art works using a variety of visual art concepts (e.g., organic shapes), forms (e.g. kinetic sculpture, mural), and media (e.g. wood, wire, and found objects).

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Curriculum Connections continued...

CP4.1. Analyze how visual art works represent unique ideas and perspectives.

CH4.2. Analyze and respond to arts expressions of various Saskatchewan First Nations and Metis artists.

Science

HC4.2. Analyze the structures and behaviors of plants and animals that enable them to exist in various habitats.

HC4.3. Assess the effects of natural and human activities on habitats and communities, and propose actions to maintain or restore habitats.

Part A: Project Planning

4. Inquiry Questions (Student Learning)

What were your original inquiry questions?

1. What do animals need to survive in their environment? What do all living things have in common? And how do we impact one another?
2. How does my environment and nature inspire me to create?
3. Does the ability to *muck about*, discover, and make mistakes change the way I learn?
4. How is my classroom like a studio? How am I like an artist?

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

The first set of questions directly relate to the science outcomes and the other questions involve metacognitive thinking and reflection skills that directly relate to learning.

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Part A: Project Planning

5. Project Work Plan

This project will be interdisciplinary and will incorporate concepts from Science, Arts Ed, and ELA. The starting point will be from the ELA theme based unit called “Furs, Feathers, Scales and Skin”. This is offered in an environmental context that includes the beliefs that: children need to explore the needs and characteristics of Living Things; properties of objects and materials can be identified; the 5 senses are ways to explore; and to observe daily seasonal changes. We ask the question “What do we and others gain by paying close attention to nature?”

Classroom Introduction

1. I will introduce concepts through story and writing activities and then explore the inquiry process with students. This model will guide the activities in the project and the ways that the artists interact with the students.
2. Personality and learning style inventories - students will explore how they learn best, what type of environment they need to work in, and how everyone is unique and has different strengths and abilities. This activity provides a foundation for setting up our studio expectations (rules) so that students feel safe and comfortable to take risks and think like an artist throughout the project.

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Thinking like an Artist

2. Bonny Macnab introduced watercolor techniques.

3. Joseph Naytowhow told stories to the students about animals and helping students to connect to nature and to an animal that they feel represents them (e.g. personality, behavior)

4. Bonny had the students explore sketching their spirit animals and habitats (From Joseph's storytelling activity), and then she had them create a watercolor "wheel" with their chosen animal and habitat sketch.

5. Bonny introduced silk painting, relating this to watercolor. Students took their watercolor wheels and transferred the designs onto a silk wheel.

6. Studio visit to Bonny's place. Students explored what inspires Bonny to be an artist, we went on a nature hike where the students were encouraged to use their 5 senses to observe the outdoors. They each had a camera to take pictures of what inspires them. Students toured her studio and gallery and then painted a watercolor in her studio.

7. Bonny, Miss Guse, Nissa Shiell (EA), and the students did a collaboration on a large silk banner (4 x 12 feet).

8. Bonny introduced painting with acrylic and the students designed a pattern using feathers or scales on a kite and then painted them.

9. Oriol introduced paper making and the students created several sheets of paper to use for a collaborative installation piece.

10. Oriol had the students build the collaborative installation piece using willows, beaver sticks, and their paper sheets. Students also made paper masks and books by sewing sheets together.

11. Oriol taught them her methods for working with the land and honoring mother earth, students visited a local pond and observed the frogs and different creatures that exist in this habitat.

12. Studio visit to Oriol's – students explored Oriol's studio and learned about what inspires her to be an artist. They did several paper casts of objects (logs, grasses, feathers) and were taught how to do print making. Students went on a nature hike with their cameras, and did charcoal drawings of the environment around them.

Classroom and Project Wrap Up

13. Reflective journal writing, picture sharing time on the LCD projector, personal sharing time, bulletin board creation (scrapbook of inspirations), Celebration of the Arts Night (community members invited into our studio), kite flying.

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.

We documented the process with photographs, journal writing, informal interviews and videos using digital cameras, iphones for video recording and voice memos, and student journals.

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

Myself (Kacie Guse)

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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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In our classroom studio, Bonny demonstrates how to do a light wash with watercolor.



In our classroom studio, Bonny demonstrates how to transfer watercolor techniques to dying silk.



Joseph Naytowhow led us through a story and meditation on a journey through nature to find our spirit animal.



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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In her studio, Bonny explains how to set the dye on silk.



Miss Guse and the Grade 4's mucking about with watercolor in Bonny's studio. Students learned to see as artists see while we paint. (Problem solving with color, Light and shadow, negative and positive spaces)



Oriol explains the art of paper making. Students learned about nature as a source of inspiration and how art materials come from nature. We connect to the earth through our art making.



This is a picture of how our classroom looks, transformed into an artist's studio. Students put their scales or feathers designs on their kites.



Students working collaboratively to create the paper installation.



Students sewing paper sheets together for the installation.



Students problem solving and building structures from beaver-chewed sticks. Students wear their artists hats when thinking like an artist.



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?

My goal was to create a classroom where students could think like artists, work through exploration and experimentation, learn that mistakes are valuable, and learn through hands-on discovery alongside artists. We talked about how our classroom would change, what it would look like, we agreed upon rules to make sure everyone felt safe to take risks. Learning is messy and we were trying to use an open ended process, rather than by following the steps determined by someone else. This can sometimes be an uneasy feeling for teachers, and I needed to find ways to provide guidance and yet allow for students to take the lead in their own learning. We did this by talking together about the experience of learning, identifying our needs, checking in with each other, and making adjustments as needed. I have to trust that the process will be beneficial. Their reflections in their journals provide me with insight as to what each students was learning and experiencing.

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What do you see students learning?

Students are looking at their world through a different lens. They are paying attention to the shadows from the poplar trees and what the different colors are in the snow. One student came in from recess and said, “Miss Guse, I saw pink and yellow colors in the snow!”. They are demonstrating awareness of others around them and of living things. While on our studio visit to Bonny’s, students were moving with caution around the plants in the greenhouse and around the horses and the newborn calves. They moved slowly so as not to disturb their habitat while interacting in a peaceful way.

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

ELA CR4.4 – through the classroom introduction to the unit Furs, Feathers, Scales, and Skin, students read many stories that explored animals, habitats, what they need to survive, and how we impact one another.

ELA CC4.2 – silk wheels are a visual representation of the students’ spirit animals and their habitats.

ArtsEd CP4.7 – students learned to draw from seeing in nature, they did watercolor paintings of the poplar trees and their shadows, the silk wheels incorporated animals and habitats, and the kites illustrated scale and feathers. All of these projects were inspired from nature.

ArtsEd CP4.8 – students learned to build collaborative installation from handmade paper and objects found from nature.

ArtsEd CH4.2 – Joseph Naytowhow came to tell stories and teach them jigging.

Science HC4.2 – We researched animals and various habitats and learned about what certain animals need in order to live in a specific habitat.

Science HC4.3 – Our nature hikes on our studio visits allowed students to observe nature and then students stated their opinions through their journal reflections on what we need to do to preserve habitats. Bonny Macnab is greatly inspired by nature and her observations result in rich detailed paintings of the scenery around her. She taught students to pay attention to details and appreciate how beautiful our surroundings are, which in turn provides inspiration to preserve it. Oriol Dancer refers to her art practice as earth maintenance, students learned much about caring for the environment as she shared her philosophy about making art and being aware of your environmental footprint.

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

The series of pictures that follows highlights important moments in the project and captures some wonderful learning experiences. At the end of our project our school had a celebration of the arts night, where our work was on display and parents and community members were invited into our studio. The responses were so positive, everyone was very impressed by the project and happy for the school to have had this opportunity. Some people even wanted to buy some of the art pieces! Staff was also quite pleased with the projects, as every class in the school also received some arts education from all 3 artists over the course of the project.

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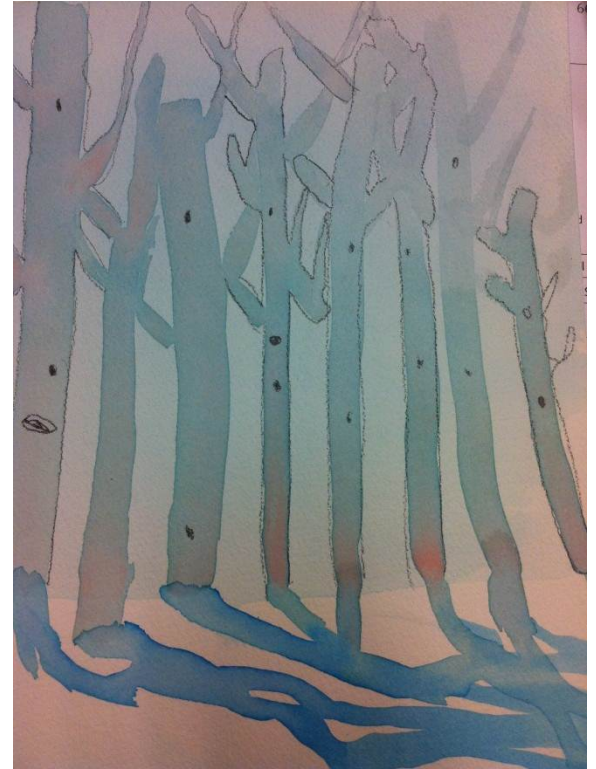
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Student Quote

“I am having lots of fun at art smart. I am learned how to water paint and silk paint. I learned about nature and about what animals need to survive. I made scales and experimented with colors on the scales. I ended up with green and blue. That is what I wanted to put on my kite. I feel good when I can experiment and be creative. We painted a big silk banner with the elements. I feel inspired by how we need them to survive”

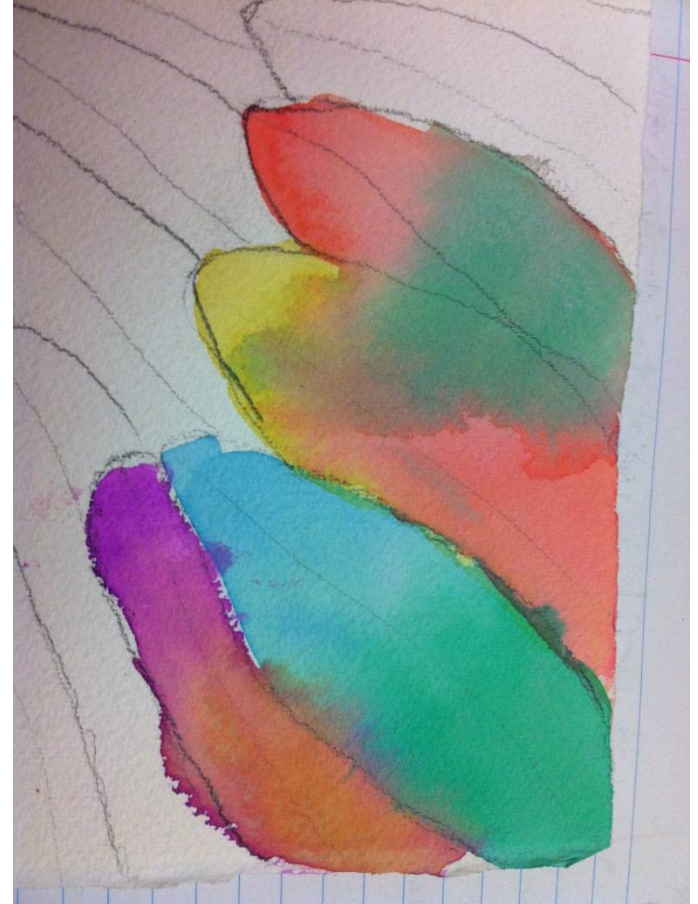
-Thomas (age 10)



Student Quote

“This morning we went outside for a nature walk and we saw a bunch of things like ants, logs, grass and other things. I learned a lot of stuff like what resonates, which means make you feel good. We also learned how to braid grass and make stuff with grass. We made a nest. I can be now be more careful and aware of nature.”

- Ryann (age 10)



I was impressed by the language students used to describe their learning. They incorporated appropriate art vocabulary.

Student Quote

“I like to experience my learning. I like to watch to learn things.”

- Wendal (age 10)



Students did a learning style inventory and thought carefully about how they learn best. They chose animal symbols that they felt best represents themselves. This was useful throughout the project as we talked about learning.

Studio visit



Student Inquiry



Oriol uses documentation to share her research for the artwork.



Students explore the labyrinth.



Documenting what we see and experience.



Experimenting with monoprints.



Working from nature.



Inspired by nature and being sensitive to the surroundings.



Sharing the “artist in us” all day long.



While at Bonny's studio, Majijane played the piano for us while we ate our lunch.

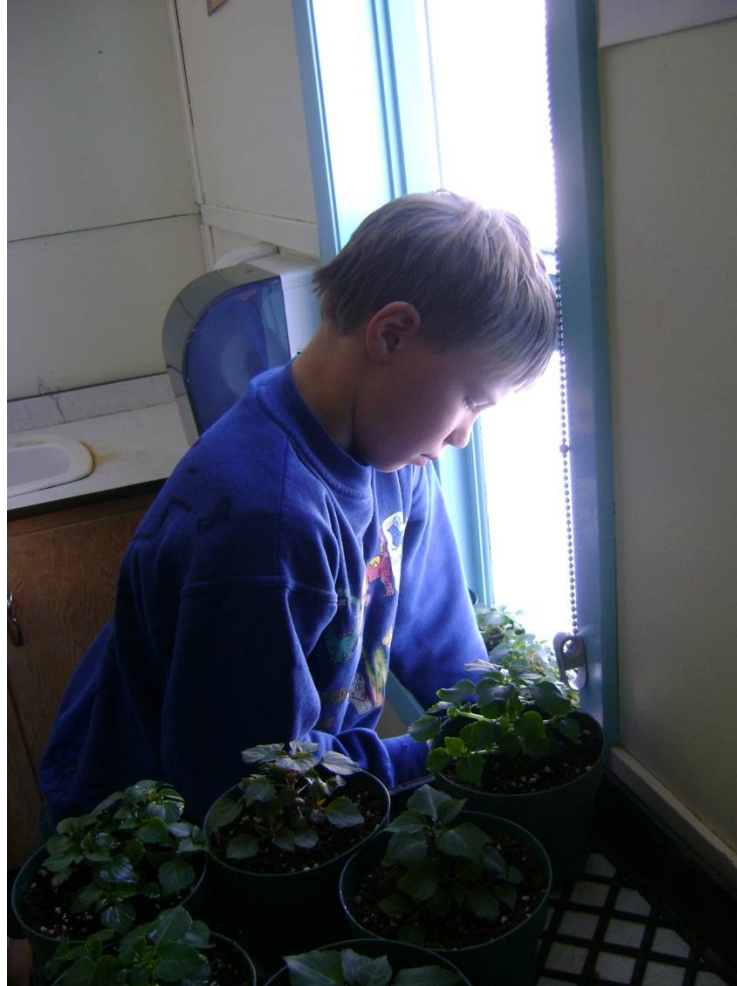
Bonny shows her art and explains her art making process.



Having fun experimenting in Bonny's studio. Students began to see themselves as artists.



Caring for our plants and showing awareness of our impact on the environment.



Students put their signature onto the collaborative silk banner.



Students build a giant nest in nature without harming the grass.



Reflecting in our journals.



Thank you ArtsSmart!



Grade 4 Medstead School

Part C: End of Project Reflections

12. Final Reflections

The students' journals really helped me to assess how the project was going and how it was being received by the students. Students were creating rich understandings and transferring their learning into other aspects of their lives, beyond the scope of this project. It was also really nice to see students who aren't normally engaged in the learning process totally captivated by this project. It provided an outlet for many students to shine.

As the teacher, it really encouraged me to step outside of the box and teach in a way that was open ended and non-linear. At times it made me uncomfortable but in the end I saw the wonderful learning experiences. When students can muck about and discover their own learning, it becomes very meaningful and creates understandings that they are not going to forget. The artist's presence allowed us to all be creative, have fun, and play. Students were amazed at how they could still do their ELA and science through art as opposed to traditional methods. This experience was very enriching for everyone involved.

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The project enabled the school to acquire some great art supplies and bring in professional artists to teach the students how to use it. Often teachers are uncomfortable teaching certain art concepts and techniques because they don't have the background knowledge to do so. This was a great opportunity for all teachers in the school to participate alongside an artist and educate their students. Now that we have the supplies and some experience in using them, teachers will be able to put this into practice in the following years. Also we don't always have access to First Nations and Metis artists and this project provided an opportunity to bring in a First Nations artist which then allows students to analyze and respond to their arts expressions.

For my own personal practice, I am feeling more comfortable with facilitating discovery and inquiry based learning practices. I am inspired to participate in another ArtsSmart project as I truly believe that everyone should have the opportunity to learn through the arts and experience these meaningful learning opportunities.

Part C: End of Project Reflections

14. Final Project Statistics

How many artists were involved in your project?	3
How many schools were included?	1
How many students participated?	12
How many teacher were involved?	2
How many volunteers assisted?	1
How many community organizations participated?	0
How many businesses contributed in some way?	0

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Expenses	Total
Art Supplies: School Specialty: \$10.99, \$361.79, \$819.26 = \$ 1,192.04 Carriage House Paper = \$ 155.00 Wind Rush Kites = \$96.25 Paper Trail = \$ 64.67 Reimburse Bonny Macnab supplies + \$ 68.25	\$ 1,576.21
Planning: Planning Meeting – ½ day \$250.00 to Bonnie Macnab \$250.00 to Oriol Dancer	\$ 500.00
Student Travel - \$370.00 (2 Studio Visits to Mervin and Birch Lake)	\$370.00
Artists: Joseph Naytowhow \$600.00 (Artist fee, 1 Day) \$200.00 (Travel, hotel) Bonny Macnab \$3150.00 (\$450.00 x 7 days) \$303.19 (105km x 7 x .4125) \$ 68.25 (reimburse for supplies) Oriol Dancer \$1,800.00 (\$450.00 x 4 days) \$ 82.50 (200km x .4125)	\$800.00 \$ 3,521.44 \$ 1,882.50
Substitute teacher \$250 x 4 = \$1,000.00	\$ 1,000.00
Consultant travel	\$ 400.00
Total Expenses	\$10, 050.15

Revenue	Total
ArtsSmart	\$8000.00
Living Sky	\$2050.15
Total Revenue	\$10,050.15

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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