

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

“PreK:Dance in a Small World”

Documentation and Final Reporting Template

2014-15



Ministry of
Education



Part A: Project Planning

Grant ID #:14314

School: Living Sky School Div – 10 schools

Contact Name: Sherron Burns

1. Reflection

Why have you chosen to participate in an ArtsSmarts project?

- We are committed to providing high-quality, holistic early learning experiences for our students.
- According to the Early Development Instrument (EDI) community data, 25% of Living Sky School Division students entering Kindergarten are vulnerable in the domain of Physical Health & Well-Being, as compared to the Saskatchewan vulnerability of 14.2% and Canadian vulnerability of 9.7% in this domain.
- We also considered how equipped our Prekindergarten classrooms environments for supporting physical development and movement in children. According to the Early Childhood Environment Rating Scale (ECERs) the areas of Music/Movement and Space & Equipment for gross motor play are areas of weakness, requiring further development and support.
- Living Sky School Division has a history of working with Ashley Johnson to support dance in the division. We knew we could make a big impact through a short project due to the artist being so familiar to our division.

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)

How can I change my classroom environment and daily routines to incorporate dance in meaningful ways for early learners?

This is a good question and we did not need to change it.
We were very specific in targeting needs and ways to best address them in a short time.

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

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)?

Prekindergarten programming is guided by two documents from the Ministry of Education; Early Learning Program Guide (ELPG) and Essential Learning Experiences (ELEs).

- The ELPG emphasizes the importance of holistic development in young children and the need to be both responsive and intentional in programming.
- An important understanding in Early Learning is how development in one domain influences each of the other domains.
- The ELEs provide milestones in four domains; Social/Emotional, Physical, Intellectual and Spiritual.

For this project we highlighted the following ELEs:

- Developing loco-motor skills
- Developing stability/balance
- Developing space and body awareness
- Imagining ways to move
- Increasing vocabulary
- Following directions
- Responding to music
- Sense of awe at what my body can do
- Trying new experiences
- Identifying how I feel
- Dancing/interacting with my friends

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

4. Inquiry Questions (Student Learning)

How do I feel when I dance everyday in my classroom?

How many ways can I move my body?



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

5. Project Work Plan

- Meetings (phone, Skype and in person) between consultants, teachers, and student services to determine needs in the planning stage
- Artist - preparation of teacher materials for "Invitation" baskets (posters, props, resources, lessons), videos
- Artist & consultant – dance education website
<http://learning.lskysd.ca/danceeducation/>
- Artist & consultant - Classroom visits to observe the environment and to discuss needs with the teacher
- Artist & consultants– lead a Pre-K teacher and EA workshop on creative dance and Brain dance, neurological development, research on the brain and dance, changing the environment
- Artist:– 10 Classroom workshops with students to show dance in the classroom and the gym, use of props and materials provided, teach brain dance rhymes
 - Photo collages to show explicit learning and concepts
 - Complete teacher materials and invitation baskets for each class
 - Upload documentation and videos to LSKY dance website
 - Create USBs for each teacher with all of the resources.

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

6. Documentation Process

How do you plan to document your project?

- Photos of each class in process
- Videos of specific rhymes and creative dance strategies for website
- Website **Inspiring Movement**
<http://learning.lskysd.ca/danceeducation/>
- USB for each teacher with photos, lessons, posters, research, video of their class

What tools will you use?

Camera and computer

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

Arts Education consultant, Early Learning consultant and artist

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

7. Photograph Selection



Ashley Johnson leading PreK teachers and EAs in “bear walking”.

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



Understanding how dance fits in four domains of learning – including the social domain. Teacher workshop was participatory and full of resources.

Part B: Mid-project Reflection

8. Photograph Selection – 3

(all photos are from classroom workshops)

This shows teachers how engagement increases with confidence.





This example shows students dancing in the classroom and in the gym and how environment doesn't have to limit how/what we can teach.



I CAN MAKE BALANCING SHAPES

Balance is connected to core strength and vestibular system. There are many ways to solve a problem and students (and teachers) explore to find their way.

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?

Teacher feedback from our end of project survey indicates the following:

- Showed how easily it is to incorporate dance into our space.
- It seems easier to integrate now!
- My students love the program and I have found that it helps regulate them for the day! It is a fun and easy way to get the kids moving and chanting nursery rhymes.
- I liked the idea of using the musical instruments with the taped music in the gym. We often use the yoga mat circles to build a course for the students to follow. Their skills are building in this area.

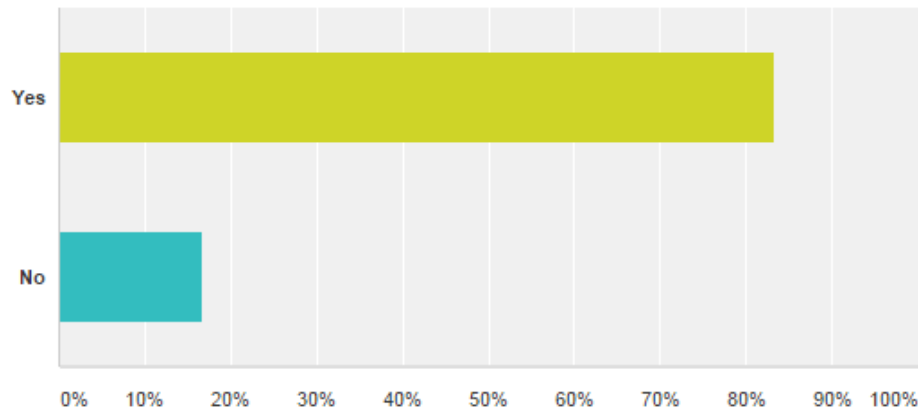
Part B: Mid-project Reflection

9. Reflection (continued)

What do you see students learning?

Do you feel your students have an increasing awareness of different ways their body can move (e.g. high/low, big/small, etc.)?

Answered: 6 Skipped: 0



“As we have done the activities I have seen the students skills and understandings improve.”

Part B: Mid-project Reflection

9. Reflection (continued)

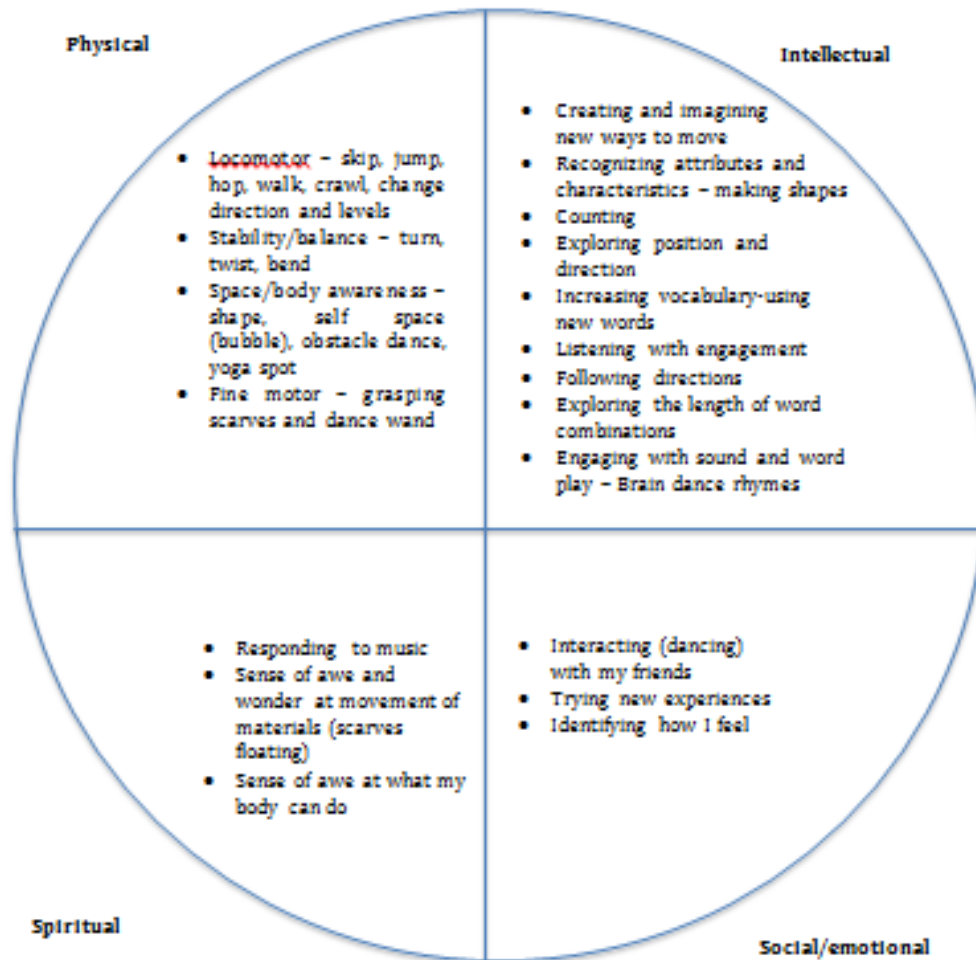
What do you see students learning?

Students are:

- engaging in different ways with their environment through dancing in their classroom and the gym
- developing vocabulary by dancing under, around and through obstacles
- developing space boundaries as they use their yoga spots and dance materials in the classroom
- moving joyfully
- engaging in rhythm and dance as a way to express and assist in development
- exploring different ways their bodies can move

Part B: Mid-project Reflection

Through these experiences with Brain Dance and Creative Dance, PreK students are working on and learning...



Part C: End of Project Reflections

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.

Three stages:

- 1 – Classroom visits and teacher workshop – teachers are encouraged to think about how they use dance and music in their classroom, lessons are modeled with teachers, explanations given, questions asked.
- 2 – Classroom modeling – Ashley joins teachers and students in the classroom for dancing during their day.
- 3 – Resources – Ashley develops resources, teachers get resources that help them to carry out movement breaks and dance lessons.

We are beginning to see teachers using some of the rhymes and obstacle course in the classroom, and students are responding with excitement.

Part C: End of Project Reflections

Teachers provided us with the following project feedback:

What have you found most beneficial to you and your practice?

- Different ways of incorporating movement.
- The experience has expanded my knowledge and opened me to see more possibilities to integrate movement and dance as part of the daily routine.
- I enjoyed it all and really like the movements to Nursery rhymes. It was simple ways to get moving. I loved the books and think will order the whole series.
- The handout with the words and instructions. I take it to the gym with me!!
- Better knowledge

Part C: End of Project Reflections

11. Photograph Selection – 4 to show impact & deep understanding



Students show they can move through levels and both copy and create their own shapes and ways of moving in a variety of different environments.



My body impacts my learning. Teachers learn how core strength is the foundation for distal strength (my ability to grip a pencil).



LIZARD



PUPPY



BEAR



HUMAN

- Teachers understand that creative and imaginative play are part of how we create in dance.
- Took some fear away about creative dance.
- Teachers could see the purpose behind activities.



WE CAN DANCE TOGETHER



Dancing together increases my ability for social interaction and facilitates joyfulness in movement.

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?

Students learn best when they are engaged. Children are natural movers and when they are given tools for expression they dance effortlessly, moving around their environment, exploring space, time and rhythm. The patterns of Brain Dance support them in their social, emotional, spiritual and physical development, in many of the areas that are targeted at the PreK level.

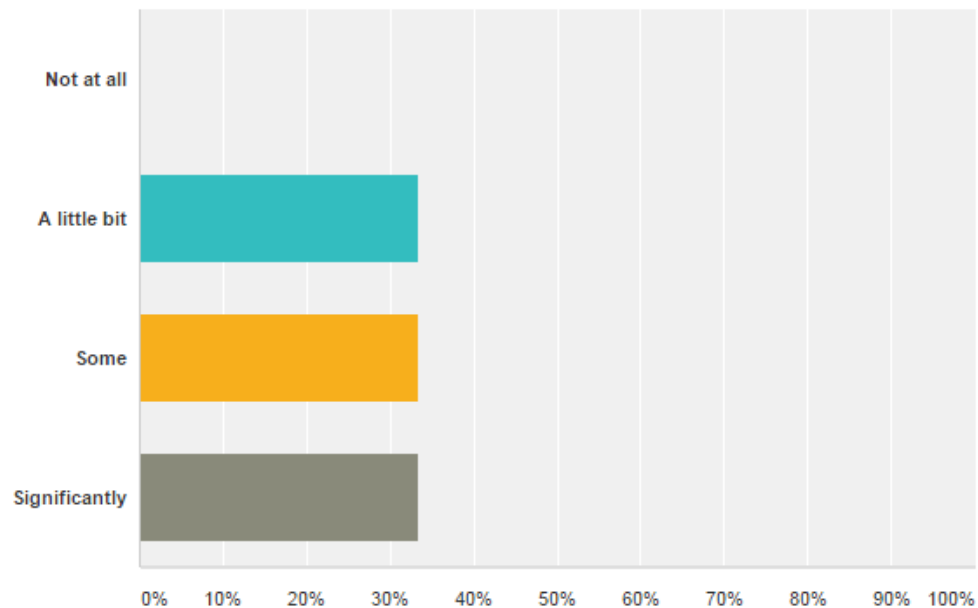
Teachers often know that their students need to move to learn and respond joyfully to dance and music but don't always have the tools to carry out lessons or integrate dance into their daily routine. Brain Dance and creative dance gives teachers specific and intentional ways to add to their daily program, track their students progress, and increase the level of physical activity in the classroom.

Part C: End of Project Reflections

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

Following the Dance and Movement workshop with Ashley, did you feel your confidence level leading movement activities changed?

Answered: 6 Skipped: 0



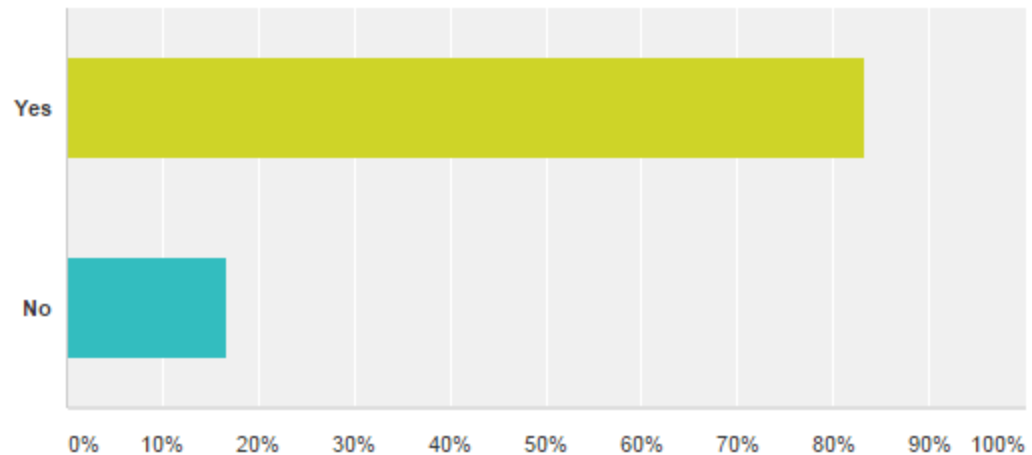
"Yes it helped me to see ways that I can do movement activities as part of transition times in the classroom routine."-PreK Teacher

Part C: End of Project Reflections

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

Will you be able to integrate Brain Dance based music and dance into the daily routine of your classroom?

Answered: 6 Skipped: 0



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

While there isn't a formal Arts Education curriculum in PreK, teachers ensure a holistic approach that incorporates play, imagination and interaction.

The project helped allay teacher fears and hesitancy about "creative dance". It helped them see the learning in moving and they were encouraged in their practice by seeing it modeled in the classroom by Ashley.

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

Teachers responded to the following question, indicating an impact on daily practice:

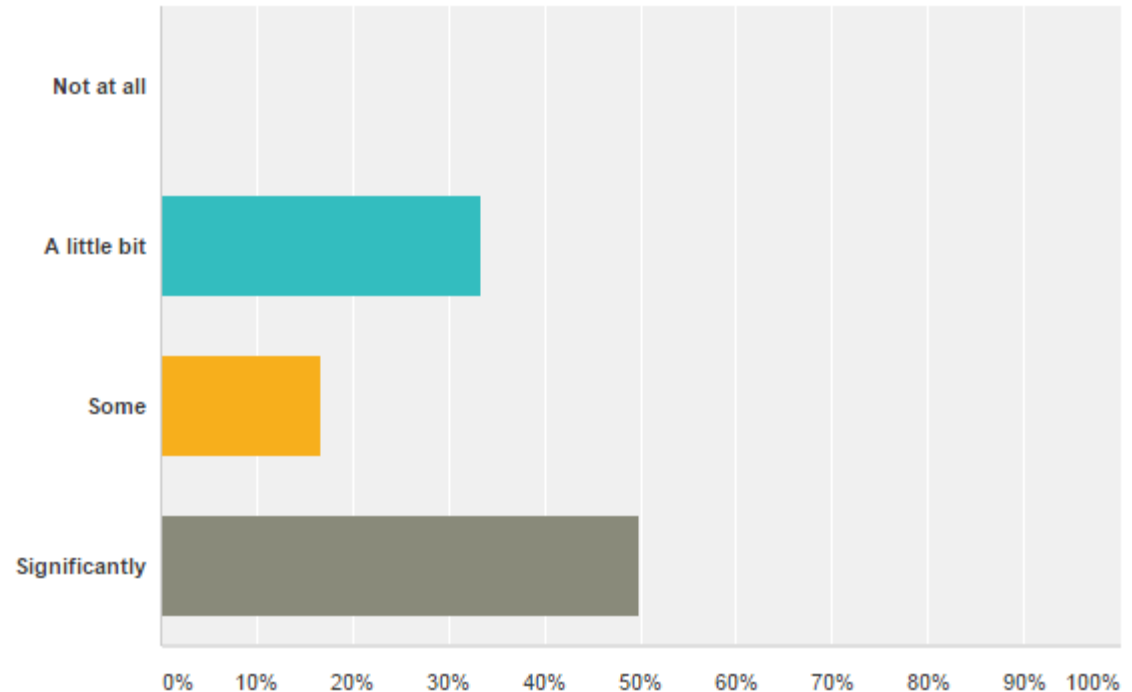
How do you envision using the movement invitation materials to encourage solo or small group learning through movement?

- It's another option for students to choose and express themselves.
- The scarves with the foam sticks are a welcomed addition to the gross motor center in the classroom. As well the yoga mats are becoming part of our transition times.
- Set up as station or stations in gym.
- Mostly in the gym I think
- On a daily basis during circle time.

What was the project's impact on teacher practice(continued)

Following the Dance and Movement workshop with Ashley, do you feel your confidence level changed regarding integrating movement more regularly and with intention?

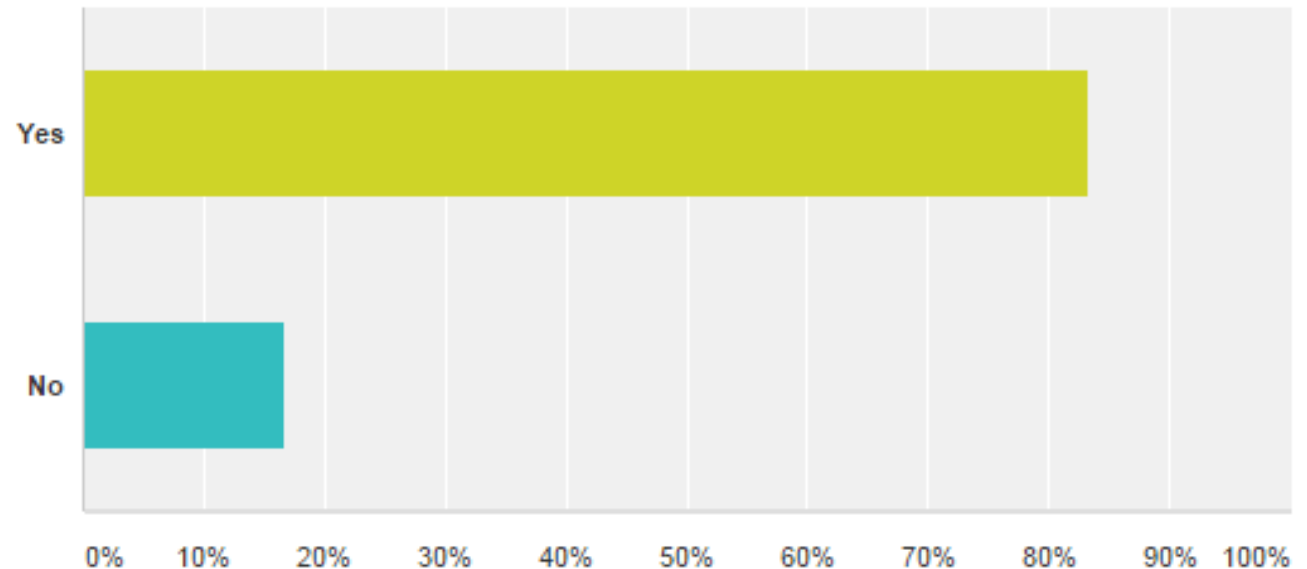
Answered: 6 Skipped: 0



What was the project's impact on teacher practice(continued)

With the resources provided by the ArtsSmart project, do you feel confident describing the learning/benefits of dance and movement to families in your program?

Answered: 6 Skipped: 0



Part C: End of Project Reflections

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



I can dance by myself and with others in different ways, with different materials, and in different environments. Dancing is joyful, it's help me learn and keeps me healthy.

Part C: End of Project Reflections

14. Final Project Statistics

How many artists were involved in your project?	1
How many schools were included?	10
How many students participated?	240
How many teacher were involved?	10 teachers and 10 EAs
How many volunteers assisted?	
How many community organizations participated?	Sask Drama Inc Prairie North Health Speech & Language Pathologists
How many businesses contributed in some way?	6 yoga studios

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
\$9,635.00 SK Arts Board	\$7,744.63 artist fee, travel, per diem
	\$810.00 accommodation
	\$1,103.37 dance resource materials
Living Sky School Division \$2,523	\$1,400 (teacher workshop day, driving km)
	\$1,100 (video, photo, website, printing, laminating, USBs)
Total Revenue: \$12,158.00	Total Expenses: \$12,158.00

Notes: Living Sky School Division budget includes – division travel to schools in division vehicle, video and camera equipment and documentation, editing time, website development and online support, teacher Professional Development (teacher travel, lunch for 25 people), office space for the artist, office supplies, computer use for the artist

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

16. Feedback

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

Template worked fine for reporting on our ArtsSmart 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