

notes

Fine Art Advisory Council – February 21, 2018

In attendance: Chris Meaden, Ronna Mosher, Julie Barton, Jeanine Anderson, Katie Culhane, Shirley Hill, Warren Johnson, Paul Kerber, Ray Luu, Alison Martin, Emiko Muraki, Collette Quinn-Hall, Glenn Taylor, Jennifer Seamone, Carolyn Wallington, Suzanne for Kendle Butterworth, Tracy Witwicki

Regrets: Gord Baldwin, Adam Bell, Danielle Booroff, Kendle Butterworth, Val Campbell, Susan Faulkner, Jim Finkbeiner, Patrick Finn, Brittany Harker Martin, , Alex Link, Kate Love, Adam Mailman, Teresa Martin, Mar'ce Merrell, Paul Mulloy, Christy Offer, Jenny Peters, Olga Primak, Kate Schutz, Ewa Sniatycka, Darryl Wernham, Kevin Willms, Stephan Wiebe, Shelley Youngblut

Welcome and Introductions

Notes were reviewed from the December meeting. Any changes/additions can be sent to Tracy and will be added.

Networking: How is your influence known as a result of being part of this committee? Please put together a statement in response to this question and send to either Julie or Tracy.

Networking and Communications Sub-Committee

April 20 – Memorial Park Library is a sold out event and has been signed up by over 100 teachers. The intent of this day is to make teachers aware of opportunities available. The Memorial Library used to be an Art Gallery and is now an Arts & Cultural Hub. Wordfest is now a year round opportunity vs. a one week event and is housed at the Memorial Library.

Clarence Wolfleg Jr. will be doing an Acknowledgement of the Land at the beginning of the day. Throughout the day we will look at ourselves as art educators and arts partners and ask the question “How do we enrich and enhance the stories and narratives that we come too?” We will spend the first part of the morning with Word fest. In the afternoon we will have a pecha kucha. We will break out into 12 sessions. There are 3 rooms. We will adopt a pecha kucha methodology which can be used until 11. The library has a music lending library as well on the bottom floor.

During the day we have the business district to support lunch.

Reviewing breakout conversations:

Paul K – Arts community is very open minded and open to new ideas. E.g.: Studio Bell offered free programming to students – issues came with the transportation. We approached Southland and discussed with them the opportunity and ended up securing transportation at cost + 10% in order to be able to send the students to this free program. The difference ended up being a \$2/student fee vs. \$10 without the “deal”. Question to consider: In what ways could we collaborate both within/and outside the artist community to continue great programming?

Allison – For educators we firstly want to make connections and closer collaboration. Teachers would like to know what constitutes real knowledge in that field ie: Quest Theatre, Trickster Theatre – what are some tangible practical things we could take back so our students can see themselves in that work, or gain momentum in career aspirations in this field. Educators may want some take aways and tools for hands on vs. watching. Might be nice to leave with something

from each partner ie: key contact information, websites, phone numbers etc. that shows a clear resource links which can be quickly accessed by teachers to reach the partners.

Glenn – Post resources on the CBE website.

Carolyn –Are teachers looking for instant gratification/take away or future gratification like direction for the next year or so. Responses were a balance of both would be preferred.

Jeanine – Is there an opportunity for example for the elementary level teachers who may not be experienced with the art materials available to be able to have the opportunity to explore to give a better understanding of what's available and how to use them so that they can take the information back to the schools and be able to start with some hands on opportunities right away. We need to think of a partner that may be able to offer this.

Emiko – A focused discussion – on how an arts partners offerings directly apply to the curriculum. We envisioned different kinds of sessions throughout the day during a interactive blocks where there are multiple sessions to choose from, have some being smaller (capped at 15 participants or so) based on a collaborative dialogue about application to curriculum - very tangible example where the arts partner can participate with the educators to talk about the curricular application. It is important for partners to understand what teachers need to be able to get out of this. Others sessions could be scaled to be larger capacity and are more of the interactive hands on experience. Having a combination of dialogue and hands on sessions. We also discussed being able to share this information for those who cannot attend. (Limited to only 100). How do you equip educators in attendance to share what they have learned? Allow a 10 min session at the end of the day where educators send a pre-constructed email saying this was my top three amazing takeaways from the day or my fav takeaway of the day were.... Etc. encouraging them to share their experience to 3-5 people.

Allison – Perhaps having both a morning and afternoon discussion session to allow educators to attend both types of sessions.

We want to inspire teachers to take this back to their classrooms.

Pecha Kucha has 4 slides.... Are there 4 touch stones that they should be looking at? Some participants will only take away those 4 points. What are the 4 main slides our provocation is the following question.

How do we honor and enrich our personal and collective stories?

Shirley – as a presenter the gift of laughter helps to get the message across. Messages have to be hands on and high energy.

Arts Jam Members are:

Rita - Word Fest , Julia – CPL, Kayley – Calgary Arts Development, CBE, Adam, Katie, Ray , Kate , Stephan

Is there anyone who would like to volunteer that is not already on the subcommittee? Alison, Glenn and Jennifer volunteered.

Events and Updates

Adam Bell from the School of Creativity and Performing Arts is putting on a full day event on May 18th. This is focused on workshopping in your discipline. Registration is currently open.

Elder Protocol – was created locally and is a co-created story. Many of you partnering or for teachers bringing Elders into the schools this document will aide in proper etiquette used in this area.

Subcommittee Updates

Thanks to all who participated in the Research & Innovation Subcommittee for working on “Common Grounds” for the Asinna”kiiks dinner series.

Emiko - We are in the early days of reviewing the feedback received from this series. Elders were grateful for the connections especially between the Elders and the students.

Julie – How do we learn from this and how do we share with our contacts and keep that ripple moving out? How do we support each other in this work? What we know is when the Arts are offered throughout school, kids come to it as well as when it is offered during the day they stay. They are choosing it as a way to construct their knowledge and to share. A lot of the arts are connecting us to the communities. Lots of the arts opportunities are bringing us together through theatre, arts dance and music by bringing our kids to co-create.

Fine Arts Survey

We survey the schools once per year re: How the arts are delivered, who delivers arts instruction and the role of arts in the school.

This year's participation was really good especially in elementary and middle schools. Next year we would like to get more high school traditional schools included.

Q. How can the arts be further supported?

The committee reviewed the survey and will discuss upon review.

Some observations:

Artist residency dropped quite a bit in elementary schools.

There seems to be a lack of interest in most middle school students.

Seems to be a lack of Artist residents in middle school as well. – Arts may be being delivered more by the teacher/specialist vs. having a visiting/resident artist.

Perhaps we need to re-visit our Artist Rooster to expand it. Perhaps we need to solicit again as artists come and go in an active community. We have to get our new artist known so that schools know what they have to offer.

Things we noticed from the past was that our Musical Instrumentation was of real concern and we did get - through recommendations to Sup's team - lots of support for that and worked really hard to build equity and new instrumentation. As a result it is no longer a number 1 priority. Now it would appear that Drama/Theatre is showing a need for more support. Perhaps new curriculum around Drama and Dance may be required and we wonder what possibilities of need will emerge from that.

Warren – It would be interesting to see the comparison from last year to this year's results.

High schools responses have gone up considerably. We received 1 from each High school and had a total of 30 responses.

Chris – As an advisory, is there anything in the survey that we need to respond to or work on? I continue to believe having the community/school partnership in this group is critical. How do we capitalize on that and how might this inform our work going forward?

Alison – Pg. 12 of the survey asks are the students engaged in a process of creating and revising something original? I think this can be applied across all subjects and not just the arts. Very strong in elementary and seems to drop off. I think that creative process connects to Q.17 How does arts education contribute to the wellness of students in your school? You see them being less and less creative as the curriculum becomes more and more demanding. How do we support championing the importance of keeping that going?

Jennifer – There seems to be a lack of creativity built into the curriculum. While the curriculum is being re-done, might we have some kind of influence? I realize that is possibly down the road and not as immediate but still to have some influence. We need to encourage the teachers to offer more creative expression and perhaps have that as part of their grades.

Discussion of how the arts have been proven to be a stress reliever and how important it is to give our students an outlet of expression and emotion is important. Students are so serious in later years and need an outlet.

Julie – How can we tie this into our signatory action of “Living a Creative Life?”

Suzanne – the whole problem solving piece is a creative process - understanding your own creative process and knowing how you best solve problems, whatever that looks like. Even going for a walk and letting your mind go or doing an art piece. Identifying what your creative process is and understanding that is important.

Julie - If anyone has some research we can lean into on merging creativity please bring it forward to support our thinking. It would be nice to have something that speaks directly to that point as we can take bits and pieces from several different sources.

Julie – An observation made in regards to the curriculum re-write with Alberta Education. knowing that K-4 curriculum is on the horizon and dance and drama is part of that. What support is required? I think this is something that we need to look at.

Fine Arts Certificate/Dual Credit Exploratory Program

Fine and Performing Arts Certificate is meant to recognize students who wanted to take courses and be involved in community activities and career development associated with the fine arts. It's meant to be more of a Resume item to show that they have capitalized on an opportunity to demonstrate a passion. It has been around for about 10 years now and we are looking at an opportunity to go back and look at it, not at its merit but to look at its requirements and see if we need to refine it more. We want to look at this with fresh eyes and look at what today's students might see as value in this experience. Students start acquiring credits in grade 10 for a total of 40 credits by the end of grade 12. Teachers submit to Julie/Stephan the completed requirements and the certificate is presented to them in some type of school ceremony. Approx. 185 of them are given out each year. Unfortunately it is not recognized in post-secondary. Really is a Resume item.

Chris – This fall there has been some recognition provincially for a dual credit program strategy. Our government has now recognized a more formal process for students to gain dual credit in post-secondary while attending high school. This may open opportunities in the future to have more targeted discussions with post-secondary institutions for recognition even if it's by a course by course basis.

Wrap up

Research and Innovation will wrap up some of the common ground work and then we will move back into some of the survey work.

Next meeting: May 4, 2018 – Education Centre, Learning Commons