



MIK^wCHIYÂM
MOVE FORWARD WITHOUT HESITATION

2017-2018 SCHOOL YEAR

PROGRAM OVERVIEW

Cree School Board In-School Creative Residency
for Professional Artists



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PROGRAM OUTLINE

Mikw Chiyâm is an interdisciplinary arts program that was commissioned by the Cree School Board in 2015. The program aims to increase student retention and attachment to school by providing an alternative space for creative learning. Mikw Chiyâm aims to inspire youth by creating contexts for students to collaborate with professional Canadian Indigenous and non-Indigenous artists and express their personal and collective voices through artistic expression. Artists are integrated into school and community-based programming through intensive multi-week creative residencies throughout the school year. We promote art literacy, art appreciation, and collaboration by bringing together students, artists, teachers and community members in positive learning spaces where creative initiatives can flourish. We also provide exceptional pedagogical support for artists and teachers to incorporate the projects within the school curriculum and respond to their students' needs. This is a living program that is constantly shaped and reshaped in response to the students, teachers, artists, community and administration feedback; we are in constant communication with our teachers, artists, students, administration and community members to reflect and adapt our programming according to their feedback and reflections.

Throughout the creative residency, the artists-in-residence also produce creative work(s) that align with the projects that the students are creating and that motivates the teacher to create as well. Thus, inviting students to learn through observation and interaction with the artists' creative processes. Beyond school hours, artists also engage community members outside of the program through after-school or weekend community events or workshops. The purpose of these workshops is to create positive links between the school and the community, provide a space for students and community members outside of the program to engage with artistic exploration and to promote non-judgemental, safe spaces for positive dialogue. The program culminates at the end of each residency with a celebration where students, artists-in-residence and teachers have the opportunity to share their work with their immediate community. In addition, students are invited to apply to the annual Mikw Chiyâm Festival; a celebratory event showcasing the dynamic talent of our students.

For the 2017-18 school year, we have our arts concentration program running in five secondary schools. We are also piloting integrated programming in one elementary school.

PROGRAM GOALS

FOR STUDENTS

Our main objective is to increase students' interest and attachment to school by providing an alternative space for creative learning. The program promotes accountability and works to empower First Nation students by providing them with tools and opportunities to discover, build and share their personal and collective voices through the arts while being introduced to diverse artistic disciplines. Our program is geared to inspire students to feel a personal investment and positive attachment to their school, their teachers and their peers. Students are given the educational tools and artistic support needed to create a safe, innovative and engaging classroom environment where they are welcomed. This positive sense of belonging encourages them to feel connected to the school and participate in shaping what they want from their education.

With our year long programming, we are in constant pursuit of building student self-confidence while providing opportunities to stay academically motivated through creative exploration. The pillars of our program are student retention, tools for empowerment, accountability, artistic skills, community connection and celebration of Cree youth. While targeting these, we address issues such as student mental health, absenteeism, parent/guardian involvement, and life skills such as self-confidence, communication skills, collaboration and entrepreneurial skills.

FOR TEACHERS

This program provides constant support and professional development opportunities for artistic programming in the classroom. We provide resources, guidance and framework that can be adapted to students' needs. The program also provides opportunities for teachers to work collaboratively with professional artists and engage in their own creative work.

FOR PROFESSIONAL ARTISTS

This program provides opportunities to access in-school programming through creative residencies and to experience collaborative teaching practices as well as the opportunity to inspire a new generation of socially engaged youth through artist-youth mentorship. At the same time, artists have the opportunity to create personal work(s) that align with the projects that the students are being asked to create, establishing a context where the artist can share their artistic process with students, teachers and the community.

FOR COMMUNITIES

This program creates a sustainable platform for youth to reinvest in their community, creates opportunities for communities to celebrate their youth's achievements, open a dialogue amongst community members to generate cultural pride, rebuild intergenerational links through community engagement and disseminate ideas on a broader scale.

PROGRAM DETAILS

WHAT IS AN IN-SCHOOL CREATIVE RESIDENCY FOR PROFESSIONAL ARTISTS?

An In-School Creative Residency for Professional Artists is a hybrid residency model that invites artists to engage in two creative capacities within a high school context.

The first capacity is as a guest artist and co-educator in the classroom. This role invites the artist to collaboratively plan lessons and co-teach alongside the arts concentration teacher. Artists are asked to introduce and continually share their work, processes, and inspirations with the students. With the support of the teacher, the artist will teach the chosen technique(s) to the students and support students as they brainstorm and create artwork based on a Guiding Question. The artist is also requested to engage in community and/or extracurricular youth activities outside of class for around 10 hours during the residency.

The second capacity is as an artist-in-residence. The artist is provided space and time at the school to create personal work(s) that align with the projects that the students are being asked to create. Thus, inviting students to learn through observation and interaction with the artists' creative processes.

LOCATION – 2016/17 SCHOOL YEAR

This program is projected to take place in six communities in Northern Quebec including Mistissini, Waskaganish, Chisasibi, Eastmain, and Nemaska, and Whapmagoostui. We will be in six Cree School Board high schools and one elementary school. The applicants will be notified of the residency location upon acceptance.

TRAINING WEEK

All artists need to be present at the training week - August 7th - 11th, 2017 in the Montreal, area. Artists will be given a daily stipend for this week (TBD). Travel throughout Canada, meals and accommodations will be also covered.

RESIDENCY DETAILS

The Mikw Chiyâm program offers artist residencies in elementary and secondary schools. Artists can apply to either one or both. Please indicate in your application if you wish to apply for the secondary school program or the elementary program or submit two separate applications if you wish to apply to both.

In the secondary school arts concentration program, students sign up to have extra periods of art class and these classes are evaluated as part of the curriculum. You are invited to propose a project that engages with themes and issues that you are interested in exploring. If your project proposal is accepted you will be invited to collaborate with the classroom teacher during the training week and during your residency to refine, develop and teach.

In the elementary school program, the in-school-creative-residency is part of the regular school hours and thus is integrated into other subjects like science, math, language, etc. Artists need to propose interdisciplinary projects that can be integrated with core subjects.

SECONDARY SCHOOLS

Four separate artist residencies will take place throughout the school year in each high school. These four residencies can include Visual Arts, Drama, Performance, Music, Dance/Movement and Multimedia. Multimedia residencies favour the creation works using technological tools.

Each residency consists of approximately 30 working days (6 weeks), but may run slightly longer due to scheduled introductory planning days at the beginning of the residency, Pedagogical Days and/or Holidays. Of these working days you will have approximately 18 teaching days which results in 4-6 hours of teaching time with the Arts Concentration students per week. The residency will take place within the following time periods, the exact dates will be confirmed upon acceptance.

RESIDENCY 1* - September - October 2017

RESIDENCY 2 - November - December 2017

RESIDENCY 3 - January - February 2018

RESIDENCY 4 - March - April 2018

*Please note that Residency 1 in our Secondary Program is usually reserved for a visual artist not working with multimedia.

ELEMENTARY SCHOOL

Two separate artist residencies will take place throughout the school year at the elementary school. These four residencies can include Visual Arts, Drama, Performance, Music, Dance/Movement, Visual Arts Multimedia, Performance Multimedia, Music Multimedia, and/or Movement Multimedia

Each residency consists of 35 working days (7 weeks), but may run slightly longer due to scheduled introductory planning days at the beginning of the residency, Pedagogical Days and/or Holidays. The residency will take place within the following time periods, the exact dates will be confirmed upon acceptance.

RESIDENCY 1 - October - November 2017

RESIDENCY 2 - February - March 2018

SCHOOL SCHEDULE & HOURS BREAKDOWN

Both the elementary and secondary week runs on a 6-day cycle. Within this cycle artists will have scheduled working hours per day – Monday through Friday – totalling 30 scheduled working hours per week (6 hours per day). The full schedule comprises of:

- Co-teaching (time with students)
- Scheduled prep time & artist-teacher meetings
- Studio time to work on personal artwork
- Community engagement through the arts (ie. extra-curricular programming, community outreach, etc.)

CLASSROOM AND STUDIO SPACE

For the secondary school arts concentration program, the school has committed to providing a suitable classroom for the student workshops, which will also be the artist-in-residence's studio space during their personal studio time. This space is provided for the artist to create personal work(s) that align with the projects that the students are being asked to create. The purpose of having the artist studio within the school is for the school community to benefit from being exposed to the artists' processes, to promote artistic literacy, and to increase understanding of the importance of the arts.

SUPPLY BUDGET

The artist-in-residence and teacher will have up to \$800 (max) allotted for student workshop supplies for each residency. The artist is expected to bring their own personal supplies and equipment to support the production of their own personal work(s).

Additionally, each classroom has a base kit that includes a sketchbook per student, markers, colour pencils, scissors, erasers, pencil sharpeners, basic paint brush kits, gouache paint, glue sticks, and tape. Artists do not need to include these basic materials in their list. Each classroom is also furnished with two Mac desktop computers equipped with all Adobe Creative Cloud apps, a hard drive, a GoPro camera, and two iPads. In some communities, basic video and/or music equipment is available.

In the application form you will be asked to provide a tentative list of the materials with their approximate costs. For your reference, we usually order materials from the following suppliers: Brault & Bouthillier, Omer DeSerres, Graffiti Boulevard, Amazon.ca, and Rona. If materials are unavailable from the listed suppliers one may be suggested by the artist.

OUTCOMES & EXPECTATIONS

THE EXPECTED OUTCOMES FOR THE ARTIST ARE:

- 1 To create personal work inspired by an immersive experience within a new community, which aligns with the projects that the students are being asked to create.
- 2 To break down their artistic skills and processes in order to share and teach them within a school setting in collaboration with the classroom teacher.
- 3 To share the works produced with students and the broader community.

THE EXPECTED OUTCOMES FOR THE STUDENTS ARE:

- 1 To be exposed to and inspired by the work and processes of the artist-in-residence.
- 2 To be lead through the creation of individual works of art that are inspired by a Guiding Question and the artist-in-residence's and teacher's personal art practices.
- 3 To experience the full creative process from start to finish and to share the completed work(s) with the broader community.

ARTIST/TEACHER ROLES & RESPONSIBILITIES

PLEASE NOTE that the development and implementation of the student programming and classroom management is a collaborative process between the artist and teacher. However, the teacher is responsible for student evaluation.

BUDGETS & REMUNERATION

ARTIST-IN-RESIDENCE REMUNERATION SECONDARY SCHOOL

| | | |
|----------------------------------|--|-----------------|
| ARTISTS COMPENSATION | \$250.00/day - 30 working days | \$7,500 |
| TRAVEL & INCIDENTALS | Flights, bus, gas, taxis & miscellaneous costs (Booked by Mikw Chiyâm team or reimbursed with receipts) | Up to \$2,000 |
| ARTIST DAILY PER DIEM | \$50.00/day - 30 working days | \$1,500 |
| ARTIST HOUSING | Provided by program | n/a |
| TOTAL ARTIST REMUNERATION | | \$11,000 |

ARTIST-IN-RESIDENCE REMUNERATION ELEMENTARY

| | | |
|----------------------------------|--|------------------|
| ARTISTS COMPENSATION | \$250.00/day - 35 working days | \$8,750.00 |
| TRAVEL & INCIDENTALS | Flights, bus, gas, taxis & miscellaneous costs (Booked by Mikw Chiyâm team or reimbursed with receipts) | Up to \$2,000.00 |
| ARTIST DAILY PER DIEM | \$50.00/day - 35 working days | \$1,750.00 |
| ARTIST HOUSING | Provided by program | n/a |
| TOTAL ARTIST REMUNERATION | | \$12,500 |

PARTS OF A PROJECT PLAN

DEFINITIONS & EXAMPLES

PROJECT PLAN OVERVIEW

The Project Plan on your application form should be composed of three major elements: a Guiding Question, a set of Learning Activities (workshops focused on skills or concepts) and a Complex Task (final project).

The Guiding Question is an entry point for the Complex Task. The Complex Task sets an intention for a final outcome that expresses ideas about the Guiding Question (i.e. Students answer the Guiding Question through their final outcome). The Learning Activities are short workshops that help students to learn the basic skills, techniques, concepts and vocabulary they need to complete the Complex Task. A Project Plan is a flexible map to frame and structure your proposed project; you and the cooperating teacher will be able to adapt and modify this plan along the way with our team's support.

Please keep in mind that although our students have an impressive and varied range of talents, for some of them this might be the first time experimenting with meaningful art making and engaging in a multi-week programming. You are invited to think about projects that are accessible and that build from concrete activities to more abstract thinking.

LEARNING ACTIVITIES (SKILLS AND CONCEPTS)

Learning Activities are lessons/workshops which introduce students to artistic language, concepts and skills which develop the foundation of knowledge associated to the final project (Complex Task). Students should be guided through short targeted lessons in order to learn how to manipulate materials, tools, and the specific techniques needed to achieve the final project (Complex Task). When proposing the student project, keep in mind the following questions: What specific techniques, skills or vocabulary do you need to introduce for the students to achieve the final project? What activities would target these teachings?

GUIDING QUESTION

A Guiding Question is a question proposed to students at the beginning of a project that invites them to explore a specific theme, idea, issue or problem. Students are invited to answer this question through their creative work. This question can invite students to create work that expresses personal views or that invites them to communicate a message to an intended audience. The question needs to provide a collective point of entry while encouraging a students own individual interpretation.

SAMPLE GUIDING QUESTIONS:

Who do I want to be in ten years?

What parts of my life story make me who I am today?

What is home to me?

What is my favourite memory?

What do I wish people knew about me?

If I could change one thing in the world, what would it be?

COMPLEX TASK (FINAL PROJECT)

Students expand on the knowledge developed in the Learning Activities to complete the final project. This process should guide students through each stage of the development and completion of the project. Students should brainstorm and collect references to develop authentic ideas then organize and create their final project in order to answer the Guiding Question. Students will then be invited to reflect upon their creative productions and present the work. When proposing the student project, keep in mind the following questions: What is the final project that you would like the students to complete? What steps do the students need to take to complete this project?*

*Please remember that your proposed project will be developed, defined and taught in collaboration with your cooperating teacher. Projects should also be adjusted to fit students needs, interest and engagement throughout the residency as seen in the next section under *Preparation Phase*.

STUDENT PROJECT FRAMEWORK WEEKLY RESIDENCY // WORK PLAN

The following is a breakdown of the suggested pacing for the multi-week residency
(Approximately 30-40 teaching hours per residency in total)

EXPLORATION PHASE

Hands-on play & Exploration // 1 Week (4-6 hours)

TEACHER & ARTIST WILL:

- Introduce the artist-in-residence's processes, works, inspiration, and history.
- Engage students in hands-on exploration through one or two short activities that can be finished in one class. This would help assess student interest, abilities and engagement in a fun and accessible manner that promotes success and builds student confidence and trust.

PREPARATION PHASE

Inspiration & Learning Activities // 1.5 Weeks (6-10 hours)

TEACHER, ARTIST & STUDENTS WILL:

- Explore subject-specific concepts and techniques through two or three hands-on activities (exploring materials, techniques, and ideas).

TEACHER & ARTIST WILL:

- Assess student's interest, abilities and engagement in relation to the Learning Activities in order to adjust the Complex Task plan.

FOCUS PHASE

Complex Task // 2.5 Weeks (10-15 hours)

TEACHER, ARTIST & STUDENTS WILL:

- Support each other through a brainstorming and idea development activity based on the Guiding Question.
- Begin developing, organizing, and creating works inspired by Guiding Question.
- Begin planning for the community showcase (extend invitations to the broader community inviting them to attend presentation of the work).

DISSEMINATION PHASE

Sharing of Work // 1 week (4-6 hours)

TEACHER, ARTIST & STUDENTS WILL:

- Finalize works and carry out community showcase.

CLOSURE & REFLECTION

Preparation & Presentation of Work // 1 week (2-4 hours)

TEACHER, ARTIST & STUDENTS WILL:

- Reflect on process and final works together and celebrate accomplishments.

FOR ANY QUESTIONS PLEASE CONTACT

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