



Ministry of Education



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ARTSSMARTS SASKATCHEWAN PROGRAM APPLICATION PACKAGE

Deadline: November 1

The *ArtsSmarts Saskatchewan Program* is a dynamic approach to generating and sustaining innovative partnerships, and to teaching, learning, doing and thinking in ways that can change the lives of students, artists, educators, schools and communities. The program offers schools and their communities a chance to enhance arts-related activities that are linked to educational outcomes through partnerships with professional artists.

- The program includes a TreatySmarts initiative that provides students with opportunities to explore treaty topics, concepts and understandings through arts experiences and partnerships with professional artists.
- **New to the program in 2013-14 is a GénieArts Pilot that provides francophone and French-immersion schools with opportunities to explore the identity of francophone people through arts experiences and partnerships with professional francophone artists.**
- **New, at the November 1, 2013 deadline, is *Raising the Bar*, a one-time-only initiative that provides opportunities to celebrate the North American Indigenous Games and to explore Indigenous culture and sports.**

The Saskatchewan Arts Board invites applications from partnerships that include an elementary or secondary school, a community partner, and a professional artist or group of artists. The lead partner making the application will be the school partner.

CONTACT THE ARTS BOARD'S PROGRAM CONSULTANT BEFORE THE DEADLINE
to discuss application and program requirements:

Risa Payant

(306) 787-4659 or toll free 1-800-667-7526
rpayant@artsboard.sk.ca

DELIVER OR MAIL ONE COPY OF THE APPLICATION TO:

ArtsSmarts Saskatchewan Program
Saskatchewan Arts Board

1355 Broad Street
Regina, SK
S4R 7V1

or

417 – 24th Street East
Saskatoon, SK
S7K 0K7

- Applications and support material must be delivered or postmarked on or before the deadline date.
- If the deadline falls on a weekend or holiday, applications may be delivered or postmarked on the next business day.

Applicants are typically informed of grant decisions by letter no later than 60 days after the grant deadline.

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Education



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ARTSSMARTS SASKATCHEWAN PROGRAM PROGRAM INFORMATION

Deadline: November 1

ArtsSmarts Saskatchewan Program

- ArtsSmarts engages students in arts-infused education rooted in creative inquiry into topics that span many different subject areas of the curriculum. The aim of the program is to improve student learning engagement; to increase access to meaningful artistic activities; to cultivate learning skills such as the capacity to think creatively, understand deeply, embrace inclusivity, work collaboratively and reflect critically; and to foster a lifelong interest in the arts. The “arts” includes all arts disciplines: dance, drama, literary, visual, music, media and multidisciplinary arts.
- An ArtsSmarts project can be applied to any discipline or grade level, is based in a process that is conceived by teachers and artists to meet students' specific needs and priorities, rather than relying on a pre-packaged curriculum lesson plan.
- Art has no boundaries: One of the keys to ArtsSmarts' success is that each project is locally designed and implemented by a multi-faceted partnership of stakeholders. The program encourages project partners to be innovative in the development of inquiry-based learning opportunities for students. Content for the arts comes from many different sources. In addition to educators and professional artists, involvement of professionals from all sectors is encouraged – historians, business people, biologists, ranchers, miners, etc. The involvement of community groups is encouraged as a way to connect school and community. When the interests of schools, arts organizations, community partners, school boards, corporate partners and ArtsSmarts Saskatchewan Program partners converge, change often happens in ways that no one partner might predict or bring about independently.
- Applications are accepted only for projects with schools as the lead partner. Past experience suggests there is a greater chance of achieving lasting impact if project planning progresses with full input from the teacher(s) carrying out the project. This does not mean that project ideas cannot originate with another partner. However, that partner must establish a working relationship with the education partners before the application deadline.
- Each project is required to have a broad research question related to teacher practice in the arts. Applicants also are required to provide a specific inquiry question(s) that will focus the project for students.
- The program uses a focused documentation of projects as an alternative to traditional final reports. A PowerPoint template is provided to successful applicants and will be used as a tool for gathering and recording documentary information. The intent is that it will be filled out as the project progresses, rather than at the end of the project.

Specialized Opportunities

The focus of ArtsSmarts projects, including TreatySmarts and GénieArts, is engagement in the arts.

TreatySmarts

The purpose of TreatySmarts is to encourage arts-based inquiry projects related to Treaty topics, concepts and understandings. Such projects will be tied to provincial curriculum objectives and the document *We Are All Treaty People: Treaty Essential Learnings*, released by the Office of the Treaty Commissioner in 2008 and approved as a resource by the Saskatchewan Ministry of Education.

Note:

- Refer to Appendix 1 (page 16) for more information about TreatySmarts
- Projects that explore First Nations traditional arts and culture may be either ArtsSmarts or TreatySmarts projects. Contact the Arts Board's Program Consultant for assistance in determining if a project is an ArtsSmarts or TreatySmarts project and/or for assistance in planning a TreatySmarts project
- The Arts Board is committed to the principle of respect for Aboriginal traditions and protocols governing the use of traditional names, stories, songs and other art forms.

GénieArts Pilot

New to the program in 2013-14 is a GénieArts Pilot that provides francophone and French-immersion schools with opportunities to explore the identity of francophone people through arts experiences in partnership with professional francophone artists.

Note:

- Refer to Appendix 2 (page 18) for more information about the GénieArts Pilot.

Raising the Bar:

Celebrating the North American Indigenous Games and Exploring Indigenous Culture and Sports through the Arts

At the November 1, 2013, deadline an exceptional one-time-only opportunity is available to celebrate the North American Indigenous Games (NAIG) and to explore Indigenous culture and sports through an arts and learning collaboration. NAIG is an Indigenous, multi-sport and cultural event that celebrates cultural diversity and youth excellence in sports and culture. NAIG will take place in Regina from July 20 to 27, 2014.

Note:

- Refer to Appendix 3 (page 19) for more information about Raising the Bar.

Funding

- **Maximum grant available:** Up to 75% of the project's total eligible expenses to a maximum of \$9,000.
 - A \$1,000 planning subsidy is available in addition to the grant amount. This subsidy is awarded to all successful applicants and does not need to be included in the grant request amount. This supplementary funding supports additional planning time. The subsidy can be used for artist fees and expenses, and teacher release time.

Note: *The maximum grant available is increased from \$7,500 to \$9,000 and the planning subsidy is increased from \$500 to \$1,000 due to additional funds received from the program's funding partner, SaskCulture, through the Saskatchewan Lotteries Trust Fund for Sport, Culture and Recreation. The increase in the maximum grant amount from \$7,500 to \$9,000 is intended to support an increase in fees paid to artists.*

(Funding continued...)

Funding (continued)

- As part of the total funds allocated to the ArtsSmarts Saskatchewan Program at the November 1, 2013 deadline:
 - Five (5) GénieArts grants are available and
 - Five (5) *Raising the Bar* grants are available

Eligible applicants may submit applications for *Raising the Bar* grants as well as ArtsSmarts, TreatySmarts and/or GenieArts grants at the November 1, 2013 deadline.

- ArtsSmarts funds may not be used for purchasing equipment for the school (e.g., kilns, computers or band instruments)
- The demand for ArtsSmarts grants generally exceeds available financial resources. The Saskatchewan Arts Board may not be able to provide grants to all the recommended applicants or to provide grants in the amounts requested.

Eligibility

Eligible:

- Applications from partnerships that include:
 - A teacher, group of teachers or school
 - A community partner or partners with an area of expertise related to the project, or a community organization with an interest in school-community connections (e.g., a community library or cultural association)
 - A professional artist or artists

Note: Refer to Appendix 4 (page 20) for brief descriptions of past projects and their partner groups.

- An application for a repeat or continuation of a previously approved project is eligible. The project description shall include detailed information regarding the initial project and an explanation as to why continuation is important.

Note: Refer to program Application Requirements – Project Description (page 10) for more information.

Eligible Partners:

Eligible education partners:

- Individual teachers or small groups of teachers
- Provincial schools
- Band schools
- Private schools using the Saskatchewan arts education curriculum.

Eligible community partners:

- Arts organizations such as art galleries or theatres
- Amateur or volunteer arts groups
- Businesses
- Cultural associations or festivals
- Any community group that is recognized as having a role in the life of the community
- Post-secondary institutions.

(Eligible Partners continued...)

Eligibility (continued)

Eligible Partners (continued...):

Eligible professional artists:

- Artists who have completed training in their discipline through formal studies or apprenticeships, who maintain a professional practice, and who display or present their work in a manner recognized by peers in their art form.

Note: *The Arts Board's Program Consultant may be able to provide advice on identifying an appropriate artist for the project.*

Note: *If uncertain about the eligibility of any potential partner, please contact the Arts Board's Program Consultant.*

Ineligible:

- Applicants who have outstanding reports for any previous grant received from the Saskatchewan Arts Board
- Programs that are commonly within a school's offerings
Note: *ArtsSmarts funding is intended to support special, innovative projects that enhance students' learning through an inquiry process and allow collaboration with professional artists.*
- Projects that do not compensate artists for their work
- Projects undertaken prior to the deadline date
- Applications delivered, postmarked or sent by courier after the deadline date
- Applications that are incomplete, illegible or unsigned.

Roles

The following points provide a guide for partners in defining their roles for the application.

Education Partner(s):

- As the applicant, assumes responsibility for:
 - The application
 - Fulfilling all grant reporting requirements
 - Managing and administering the awarded grant funds
 - Negotiating a contract with the artist(s)
 - Paying artist fees
- Ensures the project is sound and appropriate from an education perspective
- Identifies arts education curriculum themes and objectives or learning outcomes that will be addressed during the project, in addition to objectives or outcomes from other content areas
- Assumes responsibility during the course of the project for classroom management and the learning program
- Ensures that artists remain involved as per mutual agreement and are paid according to the terms agreed upon
- Participates fully as collaborators and co-learners throughout the project.

Community Partner(s):

- Raises awareness with the community about the project and the arts
- Contributes to the project according to their own expertise and resources
- Provides access to the community and community resources.

(Roles continued...)

Roles

(continued)

Artist Partner(s):

- Engages students, teachers and others involved in the creative process
- Supports students, teachers and others involved in the project in their development of knowledge and skills in the arts
- Participates in the project as a collaborator and mentor to students and teachers.

Artist Contract and Fees

Artist Contract

The Arts Professions Act, now in effect in Saskatchewan, requires that written contracts be used in all transactions between professional artists and those who hire them, engage their services or use their creative work. These written contracts help solidify the relationship between the artist and those who contract their services by providing a clear understanding of the transaction. This provides an extra measure of protection to both parties and assists initiatives such as ArtsSmarts, TreatySmarts and GénieArts projects move forward in a straightforward manner. The Act also recognizes the artist as a professional and emphasizes the importance of fair compensation.

For further information about *The Arts Professions Act*, contracting an artist and elements of a contract, visit the Government of Saskatchewan website at www.tpcs.gov.sk.ca/arts-professions-act. If additional assistance is required, contact the Arts Board's Program Consultant.

Artist Fees

The ArtsSmarts program maintains a commitment to paying artists for their time as professional resources in schools in accordance with the Artists' Professional Fee schedule published by CARFAC Saskatchewan. Artists shall be paid fees as follows:

Planning:

- Per day: \$209 for 4 hours or less (half-day rate)
\$361 for over 4 hours up to 8 hours (full-day rate)

Presentation:

- Per day: \$265 for 4 hours or less (half-day rate)
\$467 for over 4 hours up to 8 hours (full-day rate)

Note: When the artist is required to work more than 8 hours in one day, the full-day rate plus the half-day rate shall be paid

A set amount for the project can be determined by using these guidelines.

Adjudication

Note: *Applicants shall consider the Adjudication Criteria when developing the content of their applications.*

An independent panel of jurors with appropriate knowledge and experience assesses applications through a competitive process based on the following:

Adjudication Criteria:

1. Artistic merit

- The artist's resume, past work and the merit of their work as defined by practice in the art form and practice among their peers
- The proposed project reflects the partners' desire to develop and present a high-quality and innovative artistic program.

(Adjudication Criteria continued...)

Adjudication (continued)

Adjudication Criteria (continued...):

2. Impact of the project on students, teachers and the school environment

- The proposed project reflects an appreciation for the value of inquiry-based learning, and demonstrates that the programming will fit with learning program and curriculum objectives in arts education and other subject areas
- The proposed project fosters links and community resources

Additional for ArtsSmarts projects that explore First Nations traditional arts and culture, TreatySmarts projects and Raising the Bar projects:

- Cultural authenticity and/or traditional appropriateness of the project

Additional for GénieArts projects:

- There is evidence the project will thoughtfully explore francophone identity.

3. Depth and significance of research and inquiry questions

- The questions are thought-provoking
- The questions have the potential to focus the proposed project in a meaningful way.

4. Planning and strength of project partnership

- The application and proposed project evidence clear communication, and in-depth collaborative and innovative project development and planning among the partners
- The partners' roles and responsibilities are clearly defined and there is evidence the partners are committed to the project, and are willing and able to support the project to ensure its success.

Reports

ArtsSmarts grant recipients must submit a final report by July 15, 2014. A project documentation template will be provided for this purpose. The template focuses on the project research and inquiry questions, and asks for reflective assessments. The final report also will include a financial report that explains how the grant was spent.

Recognition of Funders

Grant recipients are required to acknowledge the support of the Saskatchewan Arts Board, SaskCulture and the Saskatchewan Lotteries Trust Fund for Sport, Culture and Recreation and the Ministry of Education wherever possible and appropriate, particularly on all print material and at openings, receptions, performances, events or other public functions. The Saskatchewan Arts Board will provide grant recipients with an acknowledgement statement and access to logos through the Arts Board's website.

Confidentiality of Information

The personal and confidential information that is provided in an application is collected, used and disclosed in accordance with the provisions of the *Freedom of Information and Protection of Privacy Act* and the *Personal Information Protection and Electronic Documents Act*. This information is required to process the application. Personal and confidential information disclosed in the application will only be shared, as necessary, with employees of the Saskatchewan Arts Board and the jurors. If awarded a grant, the name of the recipient, community, project description and amount of the grant will be made known publicly. The Saskatchewan Arts Board will respond appropriately to any inquiries regarding the privacy policies and procedures, including requests to access the applicant's personal information.

ARTSSMARTS SASKATCHEWAN PROGRAM APPLICATION REQUIREMENTS

Deadline: November 1

NOTE:

DO NOT STAPLE OR CLIP APPLICATION MATERIALS OR PLACE ANY ITEMS IN FOLDERS

Include the following:

APPLICATION FORM – Completed and signed

Note: The Application Form must be signed by the contact person and the school principal

For Part 1 – Applicant Information:

- Applicant Name:
 - The applicant must be a school located in Saskatchewan.
- Name for Cheque Issue:
 - This will be the name the grant cheque will be made out to if the application is successful. It is usually the school but please check with the principal and school division office

Note: The Saskatchewan Arts Board does not issue ArtsSmarts, TreatySmarts or GénieArts grant cheques to individuals
 - If it is not possible for the cheque to go to the school or school division, contact the Arts Board's program consultant.
- Name of Contact Person:
 - The contact person is the person who can discuss the application and project details with the Arts Board if the need arises.

For Part 2 – Grant Information:

- Grant Request:
 - The maximum grant request is an amount that is up to 75% of the project's total eligible expenses, to a maximum of \$9,000. *(Please round the grant request amount up to the nearest dollar)*

For example:

 - 1) *If eligible project expenses total 13,500, the maximum grant that can be requested is \$9,000. The community and education partners are responsible for covering the balance of the project expenses (\$4,500) through either cash or in-kind expenses.*
 - 2) *If eligible project expenses total \$12,000, the maximum grant that can be requested is \$9,000. The community and education partners are responsible for covering the balance of the project expenses (\$3,000) through either cash or in-kind contributions.*
 - 3) *If eligible project expenses total \$10,000, the maximum grant that can be requested is \$7,500. The community and education partners are responsible for covering the balance of the project expenses (\$2,500) through either cash or in-kind contributions.*

(Grant Request continued...)

Grant Request (continued...)

- It is not necessary to apply for the additional \$1,000 planning subsidy. If the project is approved for an ArtsSmarts grant, this subsidy will be paid automatically. It is expected that project partners will make every effort to meet for planning before the project starts. The subsidy will cover teacher release time and additional artist honouraria and travel expenses during the planning period.

For Part 3 – Project Information:

- Project Dates:
 - Typically the project dates will be between January 1 and June 30. Projects cannot begin before the November 1 application deadline. If the project begins in November, there is no guarantee that the application will be successful or that funding will be available.

For Part 4 – Research and Inquiry Questions:

For assistance in formulating a research or inquiry question, contact the Arts Board's Program Consultant.

- Teacher Research Question:

ArtsSmarts projects are learning opportunities for all involved. Teachers in particular have told us that their projects have had a major impact on their teaching practice and the way they view the arts in the classroom. We now ask teachers to formalize the experience by developing a “research question” before the project begins. The question provides a focus for teachers to document the project in order to help them reflect on the project and its effect on their practice. As a teacher, what are you curious about related to this project?

Examples of Teacher Research Questions:

 - Can a visual artist help the school community understand the importance of the physical environment to learning and well-being?
 - Can a dance artist help me to encourage students with physical disabilities explore movement as an art form?
 - Can my partnership with a professional writer encourage students to become passionate about books and reading?
 - How can a professional composer of classical music help teachers and students who do not play musical instruments appreciate what is involved in music composition?
 - Can incorporating into my teaching a contemporary art form such as hip hop or sound poetry encourage students to understand that their own unique ideas are important and worthwhile?
 - Can a professional dancer give me the confidence to try to incorporate dance as an art form into my teaching practice?
 - What can a professional theatre artist do to help us as a school make parents and other community members feel welcome in our school?
 - How can a contemporary video artist help me and my students examine the concept of conflict?
- Student Inquiry Question

ArtsSmarts projects are collaborative inquiry learning projects. The partners and students work together within a learning context to develop and express ideas through the languages of the arts. Formulating the inquiry question can focus the learning experience for all involved. This question may be refined along with the partners and students as the project progresses. Questions can come from the arts education curriculum or from any subject area.

(Student Inquiry Question continued...)

Student Inquiry Question (continued...):

Examples of Student Inquiry Questions:

- What does identity mean and how can people express their own unique identity through dance?
- What is metamorphosis and how can the concept be explored through songwriting?
- Why does nature inspire so many lyrical poets?
- How can music express the essence of our community?
- Why is so much contemporary visual art humorous?
- What is the relationship between a public art gallery and people in a community?
- How can we develop a new media project that expresses how the space shuttle missions changed what we know about Earth?
- How can drama help us understand how the flu epidemic of 1918 affected Saskatchewan?

□ **PARTNER INFORMATION**

- Enclose information about each of the partners involved in the project. For each partner, provide the partner's name and role in the project. Partners include:
 - Education partner (teacher or teachers)
 - Community partner(s)
 - Artist partner(s)
 - Other (such as TreatySmarts, GénieArts or Raising the Bar partners).

□ **PROJECT DESCRIPTION** (*maximum 3 pages*)

Note: Refer to the Adjudication Criteria (pages 6-7) when completing the Project Description

- Enclose a description of the project that includes:
 - School profile
Describe the school, students, community and the school's experience with arts education
 - Project goals
 - Description of the project activity
Describe the project in a way that will allow the jury panel to envision the project, how it will unfold and what will happen in the classroom or other space. Include a timeline. If the project is to happen in stages, describe the stages.
 - Curriculum connections
Explain how the project will connect to provincial curriculum outcomes or objectives in arts education and other subject areas. Many ArtsSmarts projects integrate arts education and another subject such as science or social studies, although not necessarily
 - Project impact
Describe the project's anticipated effect on student learning, the environment in the school, the relationship between school and community, the students' attitudes toward the arts, teacher practice in the school, etc.
 - Project documentation and evaluation plan
Explain how the project will be documented (process and product), who will be involved, what tools will be used, how reflections will be recorded and tracked, and how students will be involved. Include a description of how the progress of the project will be assessed so that the teacher research and student inquiry questions can be answered, and at what stages the questions will be reflected upon.

(Project Description continued...)

Project Description (*continued...*)

- *For repeat or continuation of a previously approved project*
Enclose information about the previously approved project that includes a description of project goals and activities, teacher research and student inquiry questions, curriculum connections, impact of the project and an explanation as to why it is important to repeat or continue the project.

□ BUDGET

Complete and enclose the Budget template provided in Appendix 4 (*page 21*)

Note: Appendix 4 (*Budget*) also is available on the Arts Board's website.

- The budget must balance (*total revenue must equal total expenses*)
- Only include revenue and expenses that are directly related to the proposed project and the project term
- **Revenue:**
 - List all revenue, including the grant request amount, the planning subsidy, and any school or community contributions (both cash and in-kind)
 - Indicate whether funding is confirmed or unconfirmed
 - Cash contributions may come from partners, businesses in the community, the school or school division, ticket sales, fundraising, other grant sources, etc.
 - Contributions from other sources can be in-kind rather than cash (include in-kind contributions in both revenue and expenses).

For example, the community may donate space in the community centre for a public performance of a student drama production. If the usual hall rental fee is \$50, this is an in-kind donation. Show this under revenue as a \$50 in-kind contribution and under expenses as a \$50 expense. The same is true of materials that are donated such as paint from a local hardware store.

- **Expenses:**
 - List all expenses
 - Indicate which expenses will be covered by the ArtsSmarts grant. Funding from other sources may not be assigned to the same expenses as those covered by the ArtsSmarts grant
 - Include:
 - Payments to artists (*for the schedule of artists' fees, refer to the Program Information, page 6*)
 - All expenses related to the \$1,000 planning grant. Eligible expenses include teacher release time, a fee/expense for the artist, and expenses for other partners to attend the meeting. If partners cannot attend in person, they can be paid for the time spent on a conference call
 - All other project expenses, both cash and in-kind.

Note: *While the teacher release time during the planning phase is an eligible expense, the time the teacher(s) spends working on the project in the classroom and related preparation time are not eligible expenses. Do not include any expenses related to the teachers' time in the classroom in the budget as either a cash or in-kind expense. It is expected that ArtsSmarts projects will fit into regular classroom activities.*

□ SUPPORT MATERIAL

The support material is an important part of the application. The jurors may not be aware of the work of the artist(s) involved with the project and cannot assess the artistic merit of the project without reviewing the support material. The artist will be able to provide assistance. If the artist is unsure about what to include, contact the Arts Board's program consultant for further information.

Enclose the following information/material to support the application:

1. **Artist's resume** (*maximum 3 pages – include website URLs if available*)
2. **Samples of the artist's work**

Samples of the artist's work can be submitted as follows (as applicable to the art form):

- Dance, Music: Theatre:
 - Performance sample – one QuickTime version or 4 DVDs (*5 – 10 minutes maximum*) recorded within the last three years
 - Scripts – a sample of recently completed work (*maximum 10 pages*)
- Literary
Sample of recently written work (*maximum 10 pages*) and a sample of previously published work (*maximum 10 pages*)
- Visual, Media
 - Digital images (*maximum 20*)
 - Video files (*maximum 5 minutes*)
 - Scripts – a sample of recently completed work (*maximum 10 pages*).

Support Material Instructions

- Include an index that lists all of the items included as support material. Indicate the number of copies submitted for each item
- Resumes – submit on 8 ½ x 11 white paper (single-sided, page numbered)
- Writing samples – submit on 8 ½ x 11 white paper (single-sided, page-numbered, double-spaced) or on a flash drive or CD in Word or PDF format (Windows)
- Submit only 1 copy of flash drives, CDs and material that can be scanned
- Submit 4 copies of DVDs and other material that cannot be scanned
- Label flash drives, CDs, DVDs and any support material that will not be scanned with the program name, applicant name and application deadline date
Note: Ensure all flash drives, CDs, DVDs, etc. are readable
- Do not submit:
 - Paper documents that are double-sided. *Only one side of each page will be scanned and provided to the jury*
 - Original works of art.

One copy of support material submitted by successful applicants will be retained by the Saskatchewan Arts Board. The Arts Board makes every effort to handle and return support material safely however, it is not responsible for the loss of any material.



Ministry of Education



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ARTSSMARTS SASKATCHEWAN PROGRAM APPLICATION FORM

Deadline: November 1

- Complete this form in black ink or type
- Refer to the Application Requirements (page 8) for further information that will assist in the completion of this Application Form.

PART 1: APPLICATION INFORMATION

This application is for (check one):

ArtsSmarts

TreatySmarts

GénieArts Pilot

Raising the Bar

PART 2: APPLICANT INFORMATION

Applicant Legal Name (name of school):

Name for Cheque Issue (if different from above):

Applicant Mailing Address:

Phone:

E-mail:

Website:

Contact Person:

Phone:

E-mail:

Principal Name:

PART 3: GRANT INFORMATION

Artistic Discipline (check all that apply):

Dance

Literary

Media

Multidisciplinary

Music

Theatre

Visual

Grant Request (maximum \$9,000): \$

PART 4: PROJECT INFORMATION

Project Dates: From _____ to _____
(Day/Month/Year) (Day/Month/Year)

Project Location:

Project Statement:

*Complete the following sentence in 25 words or less:
(Note: DO NOT write this statement on a separate page.)*

This project is to

PART 5: RESEARCH AND INQUIRY QUESTIONS

Teacher Research Question:

Student Inquiry Question:

PART 6: RELEASE OF INFORMATION TO THE PUBLIC

The Saskatchewan Arts Board is required to report to the public on the funds it disburses through its grants programs. The name of each grant recipient, community, project description and amount of the grant are made known publicly. It is mandatory for the applicant to initial beside the statement below in order for the Arts Board to process the application.

_____ I authorize the Arts Board to publicly release the grant recipient's name, community, project description and amount of the approved grant.

PART 7: RELEASE OF INFORMATION TO THE MEDIA

The Saskatchewan Arts Board is frequently approached by members of the media or elected officials for contact information on successful grant applicants. Please initial beside the options below to authorize the release of this information. If the options are not initialed, the applicant's contact information will not be provided to members of the media and/or elected officials.

_____ I authorize the Arts Board to release the applicant's name, phone number and/or email address to members of the media in response to inquiries about the project/activity for which it has received Arts Board funding.

_____ I authorize the Arts Board to release the applicant's name and mailing address to elected officials – i.e. Members of the Saskatchewan Legislative Assembly (MLAs) and Saskatchewan Members of Parliament (MPs) – if this information is requested for the specific purpose of writing the applicant a congratulatory letter for receiving Arts Board funding.

PART 8: COMMUNICATION OF INFORMATION

The Saskatchewan Arts Board frequently communicates information regarding the agency's programs and activities. Please initial beside the statement below to authorize the Arts Board to include your organization in its communications. If the statement is not initialed, your contact information will not be included.

_____ I authorize the Arts Board to include my name, phone number, email address and mailing address in its communications and to provide me with information distributed by the agency.

PART 9. DECLARATION

I, the undersigned:

- Understand:
 - Officials from the Saskatchewan Arts Board may request additional information beyond that included in the application
 - The Saskatchewan Arts Board will rely on third party review and assessment of this application as part of its due diligence
 - This application may not be funded or may not be funded for the full amount requested
 - If this application is successful the applicant will receive a cheque for the approved amount. By cashing this cheque, the applicant agrees to:
 - The applicant shall:
 - Submit a revised budget to the Saskatchewan Arts Board if the approved grant amount is less than 60% of the requested amount. This revised budget will be received and approved by the Arts Board before the grant is paid
 - Spend the money as proposed and approved
 - Use the \$1,000 planning subsidy to facilitate a planning meeting of project partners before the project begins
 - Consult with the Saskatchewan Arts Board about any major changes to the project that become necessary including modifications to project dates and/or significant budget revisions
 - Acknowledge the ArtsSmarts Saskatchewan Program funding partners when possible and appropriate
 - Provide the Saskatchewan Arts Board with a final report on the supplied template by the designated date, including a financial report that explains how the grant was spent
 - A cheque for the approved grant amount will be released to the applicant after the revised budget is received and approved (if required) and/or no sooner than 30 days before the beginning of the project term
- Authorize the Saskatchewan Arts Board to contact the applicant and its designated contact at any time regarding any matter related to this application and/or any conditions affiliated with funding received as a result of this application
- Accept the conditions of this program and agree to direct all questions concerning the assessment and/or results of this application to the Saskatchewan Arts Board
- Certify the statements and information contained on this form and in this application are accurate and complete.

Contact Signature

Principal Signature

Contact Name (*print clearly*)

Principal Name (*print clearly*)

Date

Date

ARTSSMARTS SASKATCHEWAN PROGRAM

APPENDIX 1: TreatySmarts

Contact the Arts Board's Program Consultant for assistance with conceptualizing a TreatySmarts project. The Consultant may be able to provide advice on connecting with other consultants, treaty knowledge experts and/or artists as required.

Purpose

- To provide students in Saskatchewan with opportunities to explore treaty topics, concepts and understandings through arts experiences and partnerships with professional artists.

Projects

- TreatySmarts projects shall have links to curriculum outcomes or objectives from Arts Education and any other subject area
- Projects shall be designed as inquiry-based projects exploring treaty topics, concepts and understandings through the arts
- Projects shall include professional artists and people who are knowledgeable about First Nations content, perspectives and worldviews. Experts may include artists and elders/traditional knowledge keepers who work in partnership with the teacher and artist(s)
- Projects must be relevant artistic explorations of treaty topics, concepts and understandings, with at least one partner who can guide the exploration in an authentic manner.

Curriculum Connections

Teachers are expected to draw outcomes and objectives from their curriculum documents. The following link will be useful in identifying appropriate outcomes and objectives: <http://k-12treatyeducation.gov.sk.ca/about/>, then click "Curriculum Links"

- The document *We Are All Treaty People: Treaty Essential Learnings* will also be a useful resource (Office of the Treaty Commissioner, 2008)

Note: Contact the Arts Board's program consultant if you are unable to locate a copy of this resource.

Project Partners

- The partners shall be the same as for ArtsSmarts projects (Education, Community and Artist partners), with the addition of a partner(s) who can guide the treaty explorations.
- Local First Nations may provide opportunities for partnerships
- Schools shall follow appropriate protocol when involving First Nations Elders and Knowledge Keepers
- Artists involved in TreatySmarts projects often will be First Nations artists however, this is not a program requirement
- Project partners should adopt the attitudes of co-learners.

(continued...)

Adjudication

The Adjudication Criteria is the same as for ArtsSmarts applications except for an additional criterion for the assessment of the impact of project on students, teachers and the school environment when the application is for an ArtsSmarts project that explores First Nations traditional arts and culture *or* for a TreatySmarts project (*see Adjudication Criteria, page 7*).

Recognition of Funders

As well as the Recognition of Funders requirements described in Program Information (*page 7*), recipients of TreatySmarts funding also shall acknowledge the assistance of the Office of the Treaty Commissioner (www.otc.ca) and the Ministry of Education, First Nations, Métis and Community Education Branch.

Resources

The following resources may assist in planning and/or presenting TreatySmarts projects or ArtsSmarts projects that explore First Nations traditional arts and culture.

- Office of the Treaty Commissioner: An excellent resource for treaty education and locating appropriate treaty experts in your area <http://www.otc.ca/>
- Office of the Treaty Commissioner Speaker's Bureau http://www.otc.ca/Speakers_Bureau_1/
- Aboriginal Affairs and Northern Development Canada: Treaty resources are available at <http://www.aadnc-aandc.gc.ca/eng/1100100028574/1100100028578>
- Resources also may be available through local First Nations.

ARTSSMARTS SASKATCHEWAN PROGRAM

APPENDIX 2: GénieArts Pilot

Contact the Arts Board's Program Consultant for assistance with conceptualizing a GénieArts Pilot project. The Consultant may be able to provide advice on connecting with other consultants, francophone and fransaskois groups, and/or artists as required.

- Purpose** To provide francophone and French-immersion schools with opportunities to explore the identity of fransaskois people through arts experiences in partnership with professional francophone artists.
- Projects**
- As is the case with ArtsSmarts projects, GénieArts projects shall have links to curriculum outcomes or objectives from Arts Education and any other subject area.
 - Projects shall be designed as inquiry-based projects exploring the identity of fransaskois people through the arts.
 - Projects shall include professional artists and people who are knowledgeable about the identity of fransaskois people. Experts may include artists and community members who work in partnership with the teacher and artist(s).
 - Projects must be relevant artistic explorations of the identity of fransaskois people.
- Curriculum Connections** Teachers are expected to draw outcomes and objectives from their curriculum documents.
- Project Partners**
- The partners shall be the same as for ArtsSmarts projects (Education, Community and Artist partners). It is recommended that at least one community partner be from the fransaskois community (e.g., Conseil culturel fransaskois).
 - Project partners should adopt the attitudes of co-learners.
- Adjudication** The Adjudication Criteria is the same as for ArtsSmarts applications except for an additional criterion for the assessment of the impact of the project on students, teachers and the school environment when the application is for a GénieArts Pilot project (*see Adjudication Criteria, page 7*).
- Resources** For resources that may assist in planning and/or presenting GénieArts Pilot projects, visit:
- <http://www.fransaskois.sk.ca/>
 - Specific resources (nested in the above site):
http://www.fransaskois.sk.ca/content/community/gsDisplayGeneral/index/menu_id/375

ARTSSMARTS SASKATCHEWAN PROGRAM

APPENDIX 3: *Raising the Bar* – Celebrating the North American Indigenous Games and Exploring Indigenous Culture and Sports through the Arts

Contact the Arts Board's Program Consultant for assistance with conceptualizing a *Raising the Bar* project. The Consultant may be able to provide advice on connecting with other consultants, recognized experts, individuals in First Nations communities and/or artists as required.

Opportunity

At the November 1, 2013, deadline, an exceptional one-time-only opportunity is available to celebrate the North American Indigenous Games and to explore Indigenous culture and sports through an arts and learning collaboration.

The North American Indigenous Games (NAIG) will take place in Regina from July 20 to 27, 2014. This is an Indigenous, multi-sport and cultural event that celebrates cultural diversity and youth excellence in sports and culture. The theme of NAIG is *Raising the Bar*.

NAIG will host teams from Indigenous communities in Canada's provinces and territories as well as the U.S.A. Over five thousand athletes between the ages of 13 and 19 are expected to compete in 15 different sports: archery, athletics, badminton, baseball, basketball, boxing, canoeing/kayaking, golf, lacrosse, rifle shooting, soccer, softball, swimming, volleyball and wrestling. North American Indigenous cultures will be celebrated and shared through a showcase of language, tradition, art, song, dance and ceremonies. NAIG aims to showcase unity, sport, culture, youth, volunteerism and teamwork between First Nations, Metis, and non-Indigenous communities.

More information about NAIG is available at <http://regina2014naig.com>.

Projects

- *Raising the Bar* projects shall have links to curriculum outcomes or objectives from Arts Education and any other subject area, and shall capture the spirit of NAIG and/or its theme or symbols
- Projects shall be designed as inquiry-based projects that explore identified topics, concepts and understandings through the arts
For example, applicants might investigate inquiry questions that are related to one or more of NAIG's sports.

Curriculum Connections

Teachers are expected to draw outcomes and objectives from their curriculum documents.

Project Partners

- The partners shall be the same as for ArtsSmarts projects (Education, Community and Artist partners), with the addition of other knowledgeable partner(s) who can assist to achieve the project's objectives
Partnerships could include a recognized expert(s) in one or more of the NAIG sports, a First Nations Knowledge Keeper, etc.
- Local First Nations may provide opportunities for partnerships
- Schools shall follow appropriate protocol when involving First Nations Elders and Knowledge Keepers
- Artists involved in *Raising the Bar* projects may be First Nations artists however, this is not a program requirement
- Project partners are expected to approach the project in a spirit of collaboration.

Adjudication

The Adjudication Criteria is the same as for ArtsSmarts applications except for an additional criterion for the assessment of the impact of project on students, teachers and the school environment when the application is for an ArtsSmarts project that explores First Nations traditional arts and culture *or* for a TreatySmarts project *or* for a *Raising the Bar* project (see *Adjudication Criteria*, page 7).

Recognition of Funders

As well as the Recognition of Funders requirements described in Program Information (page 7), recipients of *Raising the Bar* funding also shall acknowledge the assistance of the North American Indigenous Games (<http://regina2014naig.com>).

Resources

For resources that may assist in planning and/or presenting projects that celebrate the North American Indigenous Games and capture the spirit, theme and/or symbols of this event, visit:

- <http://www.naigcouncil.com/links.php>



Ministry of Education



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ARTSSMARTS SASKATCHEWAN PROGRAM

APPENDIX 4: Budget

Deadline: November 1

- Read the Budget requirements (page 11) before beginning this template.

| BUDGET | | |
|--|---|--|
| | <i>Column 1</i> Proposed Budget | <i>Column 2</i> Budget Notes |
| Revenue: <i>(indicate as confirmed or unconfirmed)</i> | | |
| ArtsSmarts Saskatchewan Program Grant | | |
| Planning Subsidy | | |
| School Contribution | | |
| Other <i>(list)</i> | | |
| | | |
| Total Revenue | | |
| Expenses: | | |
| Artist Fees <i>(Include planning and in-class time)</i> | | |
| | | |
| Materials <i>(list expenses over and above what would normally be provided by the school)</i> | | |
| | | |
| Planning Meeting <i>(list – explain expenses in budget notes)</i> | | |
| | | |
| Other <i>(list)</i> | | |
| | | |
| Total Expenses | | |

ARTSSMARTS SASKATCHEWAN PROGRAM

APPENDIX 5: Past Projects

Brief Project Descriptions

ARTSSMARTS:

Balcarres Community School partnered with a journalist to focus on student literacy through a publication based on local First Nations role models.

Evan Hardy Collegiate in Saskatoon worked with First Nations dancers and musicians to investigate connections between First Nations and Western arts. The Saskatchewan Indian Cultural Centre was the community partner.

Montessori School of Regina partnered with a visual artist to explore geometric patterns in nature through drawing and watercolour painting. Community partners included the University of Regina Department of Geology, Royal Saskatchewan Museum, Go Giraffe Go Writing & Design Inc., and the Artesian.

Lampman School worked with visual artists and local trades people to create a courtyard sculpture to commemorate the “spirit of youth” in Lampman. The cement and glass sculpture is a work of outdoor public art, accessible to the community.

Rossignol School in Ile-a-la-Crosse partnered with the Saskatchewan Cultural Exchange Society and a Métis fiddler to introduce the students to fiddling and cultural traditions.

Scott Collegiate in Regina worked with two theatre artists to help students create their own drama, which became a part of a larger school and community dinner theatre. The University of Regina and Globe Theatre were the community partners.

White City School partnered with the Regina Folk Festival and a musician to write, workshop, and perform original blues songs inspired by social justice issues. Select students then performed as the opening act for the musician’s Regina concert.

TREATYSMARTS:

Arm River Colony School partnered with a First Nations artist to explore both First Nation and Hutterite relationships to the land. Partners included elders from both communities, who were interviewed for a student-led documentary. Traditional arts were also explored.

Ituna School partnered with two First Nations storytellers to explore the importance of oral storytelling for knowledge transmission and understanding of First Nations culture and treaty relationships.

Punnichy Community High School partnered with the Saskatchewan Native Theatre Company to bring trained actor/playwrights into the classroom to assist students in the creation and performance of a production exploring the treaties.

St. Anne School in Saskatoon partnered with two spoken-word artists to reflect on the social reality of treaty relationships including an exploration of stereotypes as expressed in contemporary First Nations, Inuit, and Metis art. Community Partners included the Mendel Art Gallery.

GÉNIEARTS:

Pilot projects for this program will begin 2013-14. For examples of how partners in Nova Scotia explore Acadian identity through GénieArts projects visit:

<http://www.artssmarts.ca/en/projects/art-has-no-boundaries-in-your-community/geniearts-nouvelle-ecosse.aspx>.