



FUNDING PROVIDED BY



**ARTISTS IN SCHOOLS – *Projects***  
**APPLICATION PACKAGE**  
*Application Closing Date: November 1*

**New in 2016: The ArtsSmarts Saskatchewan program has been renamed *Artists in Schools*.**

*Artists in Schools – Projects* funding assists schools and their communities to enhance arts-related activities linked to educational outcomes in diverse areas of study through partnerships with professional artists. The aim of the program is to expand access to meaningful artistic activities, increase student engagement in learning, cultivate cross-disciplinary learning skills and attitudes, and foster a lifelong interest in the arts.

*Artists in Schools – Projects* is a Saskatchewan Arts Board program supported by funding from the Saskatchewan Arts Board, SaskCulture Inc. through the Saskatchewan Lotteries Trust Fund for Sport, Culture and Recreation, and the Government of Saskatchewan through the Ministry of Education.

**CONTACT**

*It is strongly recommended that applicants, particularly first-time applicants, contact the Program Consultant before preparing an application, as they can clarify eligibility and program requirements, and provide advice relevant to your application.*

**Jay Kimball**  
 Program Consultant  
 Community Engagement  
 (306) 787-4659 (Regina) or 1-800-667-7526  
[jkimball@saskartsboard.ca](mailto:jkimball@saskartsboard.ca)

**Lindsay Knight**  
 Program Consultant  
 Aboriginal Arts & Community Engagement  
 (306) 964-1165 (Saskatoon) or 1-800-667-7526  
[lknight@saskartsboard.ca](mailto:lknight@saskartsboard.ca)

*For projects serving Aboriginal communities and/or related to Aboriginal art, skills or knowledge*

**DELIVER OR MAIL ONE COPY OF THE APPLICATION TO:**

Artists in Schools – Projects  
 Saskatchewan Arts Board

1355 Broad Street  
 Regina, SK S4R 7V1

or

201 Avenue B South  
 Saskatoon, SK S7M 1M3

- *The Saskatchewan Arts Board accepts Artists in Schools applications submitted in either English or French. French-language applications will be translated into English before they are provided to the independent panel of peer jurors assessing all applications received at the same closing date. In addition, the Saskatchewan Arts Board is committed to having at least one bilingual juror at the peer adjudication to assess applications in their original French language format.*
- *Applications and support material must be delivered or postmarked on or before the application closing date. If the closing date for applications 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 90 days after the application closing date.*

**CONTENTS**

	<i>Page</i>
Program Information .....	2
Application Information .....	6
Application Form .....	10
Budget .....	24
Appendix: Brief Descriptions of Past Projects .....	25



FUNDING  
PROVIDED BY



## ARTISTS IN SCHOOLS – *Projects*

### PROGRAM INFORMATION

**Application Closing Date: November 1**

#### Confidentiality of Information

*The personal and confidential information that an applicant provides 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. The applicant's personal and confidential information will only be disclosed as necessary to employees of the Saskatchewan Arts Board, SaskCulture Inc. and the adjudicators. The Saskatchewan Arts Board will respond to any inquiries regarding the privacy policies and procedures, including requests to access the applicant's personal information.*

***If awarded a grant, the recipient's name, community, project description and grant amount will be made known publicly. The Saskatchewan Arts Board is required to report to the public on the funds it disburses through its programs.***

#### Program Information

An *Artists in Schools* (formerly *ArtsSmarts*) project can focus on any grade level or art form (dance, drama, literary, visual, music, media and multidisciplinary). One of the keys to the success of these projects are that they be locally designed and implemented through collaboration between the partnership of teacher, artist, and community. Each project will follow a unique process conceived of by the project partners to meet the specific needs and interests of the school community.

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 both the teacher(s) and artist(s) carrying out the project. This does not mean that project ideas cannot originate with another partner, providing a working relationship has been established with the school before the application deadline.

Each project is required to have a broad research question related to teacher practice and a specific inquiry question(s) that focuses the project for students. The purpose of the research question is to encourage project partners to set their own learning goals related to arts engagement. The purpose of the inquiry questions is to provide a curriculum-based focus for student learning within an inquiry learning context.

A project that is a repeat or continuation of a previous project is eligible; however, the onus is on the lead partner to explain why continuation is important (*refer to Application Requirements – Project Description, page 8*).

*Artists in Schools* projects encourage arts-based inquiry related to Treaty topics, concepts, and understandings. Such projects will be tied to *Treaty Education Outcomes and Indicators*, released by the Ministry of Education in 2013. *We Are All Treaty People: Treaty Essential Learnings*, released by the Office of the Treaty Commissioner in 2008, may be used as an additional resource.

[www.edonline.sk.ca/bbcswebdav/library/materials/english/docs/Treaty%20Education%20Outcomes%20%26%20Indicators%20-%20Feb%2021%202013.pdf](http://www.edonline.sk.ca/bbcswebdav/library/materials/english/docs/Treaty%20Education%20Outcomes%20%26%20Indicators%20-%20Feb%2021%202013.pdf)

*Artists in Schools* projects encourage arts-based inquiry related to Truth and Reconciliation topics, concepts, and understandings. Such projects will be tied to *Honouring the Truth, Reconciling the Future* and *Calls to Action* released by the Truth and Reconciliation Commission in 2015.

[www.trc.ca/websites/trcinstitution/File/2015/Honouring\\_the\\_Truth\\_Reconciling\\_for\\_the\\_Future\\_July\\_23\\_2015.pdf](http://www.trc.ca/websites/trcinstitution/File/2015/Honouring_the_Truth_Reconciling_for_the_Future_July_23_2015.pdf)

[www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls\\_to\\_Action\\_English2.pdf](http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action_English2.pdf)

### **Note:**

- Projects that explore Indigenous arts and culture are advised to contact one of the Arts Board's Program Consultants for assistance.
- The Arts Board is committed to the principle of respect for Indigenous traditions and protocols governing the use of traditional names, stories, songs and other art forms. It is expected that schools will follow appropriate protocol when undertaking these projects and work with Elders or Traditional Knowledge Keepers. Elders and Traditional Knowledge Keepers should be involved throughout the project.

## Funding

**Maximum funding available: Up to 75% of the project's total eligible expenses to a maximum request of \$10,000**

*For example:*

- 1) *If eligible project expenses total \$13,500, the maximum grant that can be requested is \$10,000. The Lead Partner and Community Partners are responsible for covering the balance of the project expenses (\$3,500) through either cash or in-kind contributions.*
  - 2) *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.*
- *Artists in Schools* funds may not be used for purchasing equipment for the school (e.g. kilns, computers or band instruments).
  - The demand for *Artists in Schools* 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 Partners:**

- **Lead Partner:**
  - Provincial schools
  - School divisions
  - Band schools
  - Private schools using the Saskatchewan education curriculum
  - Adult Basic Education Programs using Saskatchewan education curriculum
- **Artist Partner(s):**
  - Professional artists who have completed training in their discipline (through formal training or apprenticeships, as appropriate), have a body of work that has received critical recognition and are recognized as professionals by their peers.

*The Saskatchewan Arts Board may be able to provide advice on identifying an appropriate artist for a project.*

- **Community Partners**
  - Professional or volunteer arts and cultural organizations (e.g., galleries, theatres, community arts associations)
  - Businesses
  - Any community group that may benefit from and/or contribute to the project
  - Post-secondary institutions

### **Ineligible Applicants:**

- Applicants who have overdue reports for any previous grant received from the Saskatchewan Arts Board.

### **Ineligible Activities:**

- Programs that are part of the applicant's ongoing curriculum activities (such as band).
- Projects that do not compensate artists for their work.
- Activity undertaken before the deadline date.

### **Ineligible Applications:**

- Applications delivered, postmarked or sent by courier after the deadline date.
- Applications that are incomplete, illegible or unsigned.

## Roles and Responsibilities

### **Lead Partner:**

The Lead Partner is responsible for:

- Preparing and submitting the application according to program requirements and the adjudication criteria
- Establishing a planning committee that meets regularly
- Coordinating the project including:
  - Ensuring the project 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
  - Assuming responsibility during the course of the project for classroom management and the learning program
- Receiving, managing and administering the grant funds
- Negotiating a contract with the artist(s), paying artist fees according to the agreed-upon terms and developing an agreed-upon payment timeline
- Fulfilling all final reporting requirements, failure to do so could make you ineligible for future grant programs.

### **Artist Partner(s):**

- Leads students, teachers and others involved in the project in engagement in the arts.
- Supports students, teachers and others involved in the project in their development of knowledge and skills in the arts.
- Participates as a collaborator and mentor for the project.

### **Community Partners:**

- Raise awareness with the community about the project and the arts
- Contribute to the project according to their own expertise and resources
- Provide access to the community and community resources
- For *Artists in Schools* projects that explore First Nations traditional arts and culture, partners such as Elders or Traditional Knowledge Keepers can guide appropriate exploration of First Nations content.

## Artist Contract and Suggested Fees

*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 *Artists in Schools: Projects* to 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*, visit the Government of Saskatchewan website at [www.pcs.gov.sk.ca/arts-professions-act](http://www.pcs.gov.sk.ca/arts-professions-act). Information about artists' contracts also is available on the CARFAC Saskatchewan website at [www.carfac.sk.ca](http://www.carfac.sk.ca).

Fees are to be negotiated between the artist and the school. See CARCC (Canadian Artists Representation Copyright Collective) guidelines for suggested rates.

[carcc.ca/fee\\_schedule\\_2016\\_4\\_professional.html](http://carcc.ca/fee_schedule_2016_4_professional.html)

A set amount for the project can be determined based on these guidelines. Artist travel, per diem and accommodation are also eligible expenses in the budget.

## Project Tools

An ***Artists in Schools Project Documentation Guide*** that provides suggestions for documenting the project as it progresses is available for schools on the Saskatchewan Arts Board's website.

Contact an Arts Board Program Consultant for more information, or visit [www.saskartsboard.ca/ais](http://www.saskartsboard.ca/ais).

## Adjudication

***Applicants are to consider the Adjudication Criteria when developing the content of their application.***

For more information about the Saskatchewan Arts Board's adjudication process and how funds are allocated, visit our website at [www.saskartsboard.ca/assessment](http://www.saskartsboard.ca/assessment).

**The Saskatchewan Arts Board will rely on third-party review and assessment of this application as part of its due diligence.** An independent panel of jurors will assess applications through a competitive process based on the following:

### Adjudication Criteria:

#### 1. Artistic Merit

- The artist is a professional artist whose work has high merit as defined by current practice in the art form and among his or her peers.
- The project as described has the potential to change or expand the way participants view arts processes and practice.

#### 2. Educational Merit

- The research and inquiry questions are thoughtful and considered with the potential to focus the project.
- The learning outcomes are meaningful and curriculum-derived.
- For projects that explore First Nations or Métis arts and culture: the project is culturally authentic and includes the appropriate participation of knowledge keepers.

#### 3. Planning of the Project

- The application and proposed project provide evidence of clear communication and collaboration among partners.
- The partners' roles and responsibilities are clearly defined.
- There is evidence the project is well-planned and reflects commitment of the partners to carry out a strong and meaningful project.

## Reports

Artists in Schools grant recipients are required to submit a final report 30 days after their project end date. A project documentation template will be provided for this purpose. The template will focus on the project research and inquiry questions, and will ask for reflective assessments. **The intent is that it will be filled out as the project progresses, rather than at the end of the project.** The final report also will include a financial report that explains how the grant was spent. The document is available on our website. This document has been created in PowerPoint so that it is easier for teachers to share their report with staff and community after the project has been completed.

## Recognition of Funders

Recipients of Artists in Schools funding are required to acknowledge the support provided by the Saskatchewan Arts Board, the Saskatchewan Lotteries Trust Fund for Sport, Culture and Recreation through SaskCulture Inc., and the Government of Saskatchewan through the Ministry of Education. The funding partners are to be recognized 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 recipients with an acknowledgement statement and access to logos through the Arts Board's website at [www.saskartsboard.ca/logos](http://www.saskartsboard.ca/logos).



FUNDING PROVIDED BY



## ARTISTS IN SCHOOLS – *Projects*

### APPLICATION INFORMATION

**Application Closing Date: November 1**

#### **IMPORTANT:**

- **DO NOT staple, hole punch or clip applications or support materials or place any items in page protectors, folders or binders.**

*All applications and support material are scanned and provided to the jury electronically.*

All applications are retained by the Saskatchewan Arts Board.

One copy of support material submitted by successful applicants is retained by the Saskatchewan Arts Board.

All other support material will be returned only if requested by an applicant within 30 days of the date of the letter notifying them of the grant decision. The Arts Board will dispose of any remaining support material after that date.

*The Arts Board makes every effort to handle support material safely; however, it is not responsible for the loss of any material.*

- Keep a copy of your application for your records.

#### **ALL INFORMATION ABOUT THE PROJECT SHOULD BE INCLUDED IN THE APPLICATION FORM.**

*Use the spaces provided in the form. DO NOT attach additional pages unless specifically requested (e.g., support material).*

The Saskatchewan Arts Board may:

- Contact the applicant and its designated contact at any time regarding any matter related to this application and/or to request additional information beyond that included in the application.
- At its discretion, confer with or share information with representatives of other public funders that provide financial support to the applicant organization on any matter of mutual interest regarding the organization and this application.

#### **The following information will assist in completing the Application Form and Budget.**

##### ▶ **APPLICATION FORM** (page 10)

- Complete all parts of the application form. *Please include the applicant's name at the top of each page.*
- The Declaration (page 10) must be signed by the contact person and the school principal.

##### ▶ **TEACHER RESEARCH QUESTION** (page 11)

*Artists in Schools projects are learning opportunities for all involved. Teachers are asked to develop a research question before the project begins. The question guides teachers' reflective thinking about the project and its effect on their practice.*

*Examples of Teacher Research Questions:*

- How can my partnership with a professional writer encourage students to become passionate about books and reading?
- How can incorporating into my teaching a contemporary art form such as hip hop or spoken word encourage students to understand that their own unique ideas are important and worthwhile?

- How can a professional theatre artist 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 TRC Calls to Action document?

### ▶ STUDENT INQUIRY QUESTION (page 11)

*Artists in Schools* projects are collaborative inquiry learning projects. Inquiry questions focus the learning experience and connect the project to learning outcomes. They can be changed and refined as the project evolves. Questions can come from the arts education curriculum or from any subject area.

*Examples of Student Inquiry Questions:*

- What does identity mean and how can people express their own unique identity through dance?
- Why does nature inspire so many paintings?
- How can music express the essence of our community?
- What does a TRC Call to Action topic look like in a short movie?
- How can drama help us understand how the 1918 flu epidemic affected Saskatchewan?

### ▶ BUDGET

Complete and enclose the Budget template provided at the end of the application package (page 24).

*The Budget form is also available as an Excel document on the Arts Board's website.*

- The budget must balance (*total revenue must equal total expenses*).
- Include only revenue and expenses that are directly related to the proposed project and the project term.
- Funding from other sources may not be assigned to the same expenses as those covered by the Artists in Schools and Treaties in Schools grant.
- Include in-kind contributions as 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. Include it in the revenue side as a \$50 in-kind contribution and in expenses as a \$50 cost for facility rental. The same is true of materials that are donated such as paint from a local hardware store.*

#### Revenue:

- List all revenue, including the grant request amount and any school or community contributions. Indicate whether funding is confirmed or unconfirmed.
- *Projects are expected to provide a minimum of 25 percent of the total project budget (either cash or in-kind) from other sources. If this is a challenge, contact the one of the Arts Board's Program Consultants to discuss options.*
- Cash contributions may come from partners, businesses in the community, the school or school division, ticket sales, fundraising, other grant sources, etc.

#### Expenses:

- List all expenses (*both cash and in-kind*).
- Indicate which expenses will be covered by the Arts Board's grant.
- Include all expenses related to planning.

**Note:** *It is expected that project partners will meet prior to the project start date. 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.*

- Include payments to artists.
- Include payments to Elders or Knowledge Keepers (suggested \$250/day + expenses, do not include any gifts or ceremonial expenses).
- In *Column 3: Expense Notes*, indicate which expenses will be covered by the *Artists in Schools* grant. *Funding from other sources may not be assigned to the same expenses as those covered by the Artists in Communities grant.*



**Do not include any expenses (cash or in-kind) related to the time a teacher spends working on the project in the classroom or on preparation relevant to the project, except for the planning meeting (see note above). It is expected that *Artists in Schools* projects will fit into regular classroom activities.**

- The Lead Partner organization may be required to deduct and/or remit employer and employee contributions which can include but may not be limited to Canada Pension Plan, Employment Insurance and Workers' Compensation. If the Lead Partner needs to deduct and/or remit any of these items, they should be included in the budget. For more information, see the Canada Revenue Agency's guide, "Employee or Self-Employed" at [www.cra-arc.gc.ca/E/pub/tg/rc4110/README.html](http://www.cra-arc.gc.ca/E/pub/tg/rc4110/README.html).

## ▶ SUPPORT MATERIAL

***Material submitted in excess of the maximums indicated will not be forward to the jurors or considered during the adjudication process.***

List the support material items included with the application on page 23.

- Audio (maximum 5-7 minutes) – mp3, wav, wma.
- Moving images (maximum 5 minutes running time, not to exceed a total file size of 1 GB) – avi, mov, mpg, mp4.
- Still images (maximum 10) – jpg files in PC file format only, 72-dpi resolution, maximum file size: 1 MB.
- Print (maximum 10-page manuscript)– single sided, double spaced, page numbered, portrait format on 8½" x 11" paper, or on a USB drive or CD in Word or PDF format (Windows).
- Submit:
  - Only 1 copy of USB drives, CDs and support material that can be scanned.
  - 4 copies of items that cannot be scanned (*DVDs, brochures, etc.*).
- Label USB drives, CDs, DVDs and any material that cannot be scanned with the program name, applicant name and application closing date.
- Ensure the USB drive, CD and DVDs are readable, and that still and moving images are clear.
- DO NOT submit:
  - Paper documents that are double-sided as only one side of each page will be scanned and provided to the jury or
  - 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.*

**ARTISTS IN SCHOOLS – Projects****APPLICATION FORM**

Application Closing Date: Nov. 1

FOR OFFICE USE:

ID #

Date Received:

► **Complete this form in black ink or type** ◀**APPLICANT INFORMATION**Applicant Legal Name (*Lead Partner*)

Name for Cheque Issue

*(if different from legal name above)*

Applicant Mailing Address

Town/City

Prov.

P.C.

Phone

Email

Website

Contact Person

Phone

Email

Principal

The Arts Board frequently communicates information about the agency's programs and activities. In compliance with Canada's Anti-spam Legislation, in effect July 1, 2014, the Arts Board would like you to confirm that you are interested in receiving this information. Please check beside the statement below to authorize the Arts Board to include you in its communications. If the statement is not checked, your contact information will not be included.

- I authorize the Arts Board to include my name, email address and mailing address so I can receive information distributed by the agency.

The Arts Board frequently is approached by members of the media or elected officials for contact information on successful applications. If you agree to this, please check beside the options below. If the options are not checked, your contact information will not be released.

- 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.
- I authorize the Arts Board to release the applicant's name and mailing address to elected officials (Saskatchewan MLAs and MPs) if this information is requested for the specific purpose of writing the applicant a congratulatory letter.

**DECLARATION**

I, the undersigned:

- Certify I have read and understand the eligibility criteria for this program, and the applicant is in compliance with the program's eligibility requirements.
- Agree that if this application is successful and the approved grant amount is less than 60% of the requested amount, the applicant shall provide the Saskatchewan Arts with a revised budget. I understand that a cheque for the approved grant amount will not be released to the applicant until the Arts Board has received and approved the revised budget (and a revised project plan, if required) and no sooner than 30 days before the beginning of the project term.
- Agree that if this application is successful, the applicant shall spend the approved grant funds only for the approved purposes.
- Agree that the applicant shall request approval from the Saskatchewan Arts Board to make any major changes to the approved project that become necessary including modifications to project dates and/or significant budget revisions.
- Agree the applicant shall acknowledge the financial contribution of the *Artists in Schools* program partners.
- Agree that the applicant shall provide the Saskatchewan Arts Board with an interim report, including a financial report, mid-way through the project and a final report, including a financial report, at the end of the project using the supplied forms.
- 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.
- Declare that the statements and information contained on this form and in this application are accurate and complete.

\_\_\_\_\_  
*Signature of Lead Partner Officer*\_\_\_\_\_  
*Officer Name (print clearly or type)*\_\_\_\_\_  
*Position in Lead Partner Organization*\_\_\_\_\_  
*Principal Signature*\_\_\_\_\_  
*Contact Signature*\_\_\_\_\_  
*Date*

Applicant Legal Name

For Office Use: ID #

**PROJECT INFORMATION**

<b>FUNDING REQUEST</b> <i>(maximum \$10,000)</i>	\$	<b>ART FORM</b> <i>(check one)</i>
<b>ARTIST'S NAME</b>		<input type="checkbox"/> Dance <input type="checkbox"/> Literary <input type="checkbox"/> Multidisciplinary
		<input type="checkbox"/> Media <input type="checkbox"/> Music <input type="checkbox"/> Theatre <input type="checkbox"/> Visual
		<b>PROJECT LOCATION(S)</b>
<b>PROJECT DATES</b>		
From _____		
To _____ <i>(day/month/year)</i>		

**PROJECT STATEMENT**

Complete the following sentence in **25 words or less**.  
*Use the space provided below. DO NOT write the statement on a separate page.*

**This project is to**

**TEACHER RESEARCH QUESTION**

List the teacher research question that will be explored if the application is successful.  
*Artists in Schools projects are learning opportunities for all involved. Teachers are asked to develop a research question before the project begins. The question guides teachers' reflective thinking about the project and its effect on their practice. Refer to Application Information for examples of teacher research questions (pages 7-8).*  
*Use the space provided below. DO NOT write the question on a separate page.*

**STUDENT INQUIRY QUESTION**

List the student inquiry question that will be explored if the application is successful.  
*Artists in Schools projects are collaborative inquiry learning projects. Inquiry questions focus the learning experience and connect the project to learning outcomes. They can be changed and refined as the project evolves. Questions can come from the arts education curriculum or from any subject area. Refer to Application Information for examples of student inquiry questions (page 8).*  
*Use the space provided below. DO NOT write the question on a separate page.*

**Applicant Legal Name****PARTNER INFORMATION****Lead Partner**

Describe the Lead Partner and its diversity.

- Describe the school(s), student population, and the school's and students' experience with arts education. Explain how they currently engage the arts, and describe any identified gaps. Describe any previous experiences with professional artists in the classroom. If the Lead Partner has been involved in a Saskatchewan Arts Board granted project in the past, describe the experience and its impact and results.
- *If the applicant is a school division, tribal council or group of schools*, describe the schools that will be the main focus of the project. Explain why these schools have been chosen or what brought them together as a group.
- Describe the Lead Partner's commitment to support the partnership including supplies, facilities, human and financial resources, volunteer and in-kind contributions.

Use the space provided below and on the next page. DO NOT write the information on a separate page.

<b>Applicant Legal Name</b>	
-----------------------------	--

**Lead Partner** *(continued)***Artist Partner**

**Enclose** the following information/material:

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

Samples of the artist's work, *as applicable to the art form*, will be from work within the last three years and will be submitted as described in the Support Material Technical Requirements (page 9).

**Applicant Legal Name**

**Community Partners**

- List the name of each confirmed partner and provide information about each one.
- Describe how each will support and contribute to the project.

*Use the space provided below. DO NOT write the information on a separate page.*

- Enclose a letter from each** of the confirmed partners that confirms their support of and contribution to the project.

**Applicant Legal Name****Potential Partners**

List the partners you would like to include in the project if the application is successful, in order to represent the community's scope and diversity.

Use the space provided below. DO NOT write the information on a separate page.

**Other – Elders/Traditional Knowledge Keepers**

For projects that explore Aboriginal art forms, skills, knowledge, teachings and/or world view, list the Elders and/or Traditional Knowledge Keepers who will be involved, and describe who they are and their roles in the project.

Use the space provided below. DO NOT write the information on a separate page.

**COMMUNITY PROFILE**

Describe the community where the project will be located.

*Community can mean the local community or can refer to the wider geographic community in which the Lead Partner is based.*

Use the space provided below. DO NOT write the information on a separate page.

**Applicant Legal Name**

**SCHOOL'S NEEDS FOR ENGAGEMENT IN ARTS ACTIVITIES LINKED TO EDUCATIONAL OUTCOMES**

- Describe the school's needs for engaging students in collaborative arts activities that are linked to education curriculum outcomes and the reasons for those needs.
- Please list the educational curriculum outcomes or objectives and briefly explain how this project will assist to meet them.

Use the space provided below. DO NOT write the information on a separate page.



**Applicant Legal Name****PROJECT DESCRIPTION**

*Refer to the Adjudication Criteria (page 5), and consult with the identified partners when completing the Project Description.*

**Project Goals and Activities**

- Describe:
  - What the school(s) intends to achieve through the project, the need the project will address and how the need was identified.
  - The professional activity that is planned and the artist(s) that will be involved.
- If the project includes an exploration of Aboriginal art forms, skills, knowledge, teachings and/or world view, describe how Traditional Knowledge Keepers/Elders will be involved.
- If the project is to explore new approaches for engaging students and expanding access within and existing program(s), include detailed information about the program(s) and explain:
  - How the project provides a new approach for presenting and/or expanding access within the existing program(s).
  - Why further work with the program(s) is necessary.

***Describe the project in a way that will allow the panel adjudicating the applications to envision the project and how it will unfold.***

*Use the space provided below and on the next page. DO NOT write the information on a separate page.*

**Applicant Legal Name**

**Project Goals and Activities** *(continued)*

Empty text area for project goals and activities.

**Applicant Legal Name****Project Schedule**

- Describe the timeline for the project and its activities. *It is understood that this will develop further as the planning progresses.*
- Typically, the project dates will be between January 1 and June 30. Activity that takes place before the November 1 application closing date will not be supported.

Use the space provided below. DO NOT write the information on a separate page.

**Applicant Legal Name**

**Project Impact**

Describe the anticipated impacts of the project during its specified term (*e.g. 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.*).

Use the space provided below. DO NOT write the information on a separate page.

**Applicant Legal Name** | \_\_\_\_\_

**Project Documentation and Evaluation Plan**

- Explain how the project will be documented (process and product), who will be responsible, what tools will be used and how the reflections of teachers, students and project partners will be captured
- Describe how the teacher research and student inquiry questions will be reflected on and answered.

*Use the space provided below. DO NOT write the information on a separate page.*

- Indicate if your documentation and evaluation plan includes the following activities and which partner will be responsible for the activity:

o Photography of events/activities. Yes  No

If Yes, partner responsible:

o Photo diary of artist’s works/performances. Yes  No

If Yes, partner responsible:

o Survey of participants and/or statistical form for activities. Yes  No

If Yes, partner responsible:

o Qualitative feedback from community – interviews/conversations. Yes  No

If Yes, partner responsible:

o Follow-up meetings with the artist(s) and planning committee after activities. Yes  No

If Yes, partner responsible:

o Creation of:

— Blog Yes  No  Responsible:

— Website Yes  No  Responsible:

— Social Media Posts Yes  No  Responsible:

o Other: Yes  No  If Yes, describe:

**Applicant Legal Name**

**Project Communications Plan**

Describe the plans for:

- Communicating with teachers, students, principals, school district, band, tribal council, partners, community and other stakeholders so they support and are involved in the project.
- Recognizing the *Artists in Schools* program funders (*refer to page 3, Funding*).

Use the space provided below. DO NOT write the information on a separate page.

- Indicate if your communications plan includes the following activities and which partner will be responsible for the activity:
  - o Appropriate logos added to all advertising, invitations, brochures, posters, etc.  
 Partner responsible:
  - o Funders acknowledged whenever possible. Partner Responsible:
  - o Local:
 

— Print Media	Yes <input type="checkbox"/>	No <input type="checkbox"/>	If Yes, Partner Responsible:
— Television	Yes <input type="checkbox"/>	No <input type="checkbox"/>	If Yes, Partner Responsible:
— Radio	Yes <input type="checkbox"/>	No <input type="checkbox"/>	If Yes, Partner Responsible:
— Newsletters	Yes <input type="checkbox"/>	No <input type="checkbox"/>	If Yes, Partner Responsible:
  - o Social Media Yes  No  If Yes, Partner Responsible:
  - o Website Yes  No  If Yes, Partner Responsible:
  - o Events Advertising Yes  No  If Yes, Partner Responsible:
  - o Word of mouth Yes  No
  - o Will any communications material be produced in any other languages? Yes  No   
 If Yes, describe:

**Applicant Legal Name****BUDGET** **Complete and enclose the Budget template.**

*Read the Budget instructions on pages 8-9 before beginning the template.*

*The template is available on page 24 and as an Excel document on the Arts Board's website.*

**SUPPORT MATERIAL LIST**

List the support material items included in the application.

*Refer to the Support Material instructions and technical requirements on page 9.*

*If support material cannot be scanned, indicate the number of copies submitted for each item.*

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.

**Applicant Legal Name**

**BUDGET**

**IMPORTANT** – Read the Budget instructions (*pages 8-9*) before beginning this form.

<b>Revenue:</b>	<b>Column 1 Proposed Budget</b>	<b>Column 2 Final Actuals</b>	<b>Column 3 Revenue Notes</b>
			<ul style="list-style-type: none"> <li>▪ Indicate revenue as confirmed or unconfirmed.</li> <li>▪ Indicate in-kind revenue with an asterisk (*).</li> </ul>
<b>Artists in Schools Grant</b>			
<b>School Contribution</b> ( <i>List</i> )			
<b>Cash Contributions / Fundraising</b> ( <i>List</i> )			
<b>In-kind Contributions</b> ( <i>List</i> )			
<b>Total Revenue</b>			
<b>Expenses:</b>	<b>Column 1 Proposed Budget</b>	<b>Column 2 Final Actuals</b>	<b>Column 3 Expense Notes</b>
			<ul style="list-style-type: none"> <li>▪ Indicate which expenses will be offset by the Artists in Schools grant.</li> <li>▪ Indicate in-kind expenses with an asterisk (*).</li> </ul>
<b>Artist’s Salary</b>			
<b>Employer Contribution</b> ( <i>e.g., CPP, EI, etc.</i> )			
<b>Travel</b>			
<b>Program Materials</b> ( <i>List expenses over and above what would normally be provided by the school</i> )			
<b>Communications</b>			
<b>Other</b> ( <i>List</i> )			
<b>Total Expenses</b>			





FUNDING  
PROVIDED BY



## ARTISTS IN SCHOOLS: *Projects*

### APPENDIX: Brief Descriptions of Past Projects

**St. Francis Cree Immersion School** partnered with a Gordon Tootosis Nīkānīwin Theatre to write and create a Cree language theatrical production of a Hollywood Film.

**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 tradespeople 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 Île-à-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.

**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 Métis art. Community Partners included the Mendel Art Gallery.