



**ARTISTS IN SCHOOLS – Residencies**  
**APPLICATION PACKAGE**  
*Application Closing Date: May 1*

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

The *Artists in Schools* program offers Saskatchewan K-12 students enhanced arts-related activities through collaboration with professional artists. *Artists in Schools – Residencies* funding assists schools to host an artist in residence project by contracting a professional Saskatchewan artist working in any art form to collaboratively engage in arts activities that are linked to educational outcomes. This program invites applications from partnerships that include schools (lead partner), professional artists and community partners.

The *Artists in Schools – Residencies* program 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

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Program Consultant  
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*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 – Residencies  
Saskatchewan Arts Board  
1355 Broad Street                      or                      201 Avenue B South  
Regina, SK S4R 7V1    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 jurors assessing all Arts After Hours applications received at the same closing date.*
- *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.*

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## ARTISTS IN SCHOOLS – *Residencies*

### PROGRAM INFORMATION

**Application Closing Date: May 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

- The *Artists in Schools – Residencies* program accepts applications that make use of a partnership model that includes:
  - Lead Partner (*the applicant*): Applications are accepted only for residencies with schools as the lead partner.
  - Artist Partner(s).
  - Community Partner(s).

One of the keys to the success of an *Artists in Schools* residency is that it is locally designed and implemented through the partnership of a school/teacher(s), artist(s) and community. In this way, the specific needs and interests of the school community are best served.

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, providing a working relationship has been established with the education partners before the application deadline.

- The residency can focus on any art form (dance, drama, literary, visual, music, media and multidisciplinary arts) or grade level.
- Each residency is required to have a broad research question related to teacher practice in the arts and a specific inquiry question(s) that focuses the project for students. The purpose of the research question is to encourage residency partners to set their own learning goals related to arts engagement. The purpose of the inquiry question is to provide a curriculum based focus for student learning within an inquiry learning context.
- Participating artists take up residence in the school community full time so they can contribute to its cultural life and engage students and teachers in arts activities that are linked to educational outcomes. Artists spend one-half of the time working with the school community and the other half on their own art practice. Project partners provide the artist with a suitable studio space that allows the artist and their art practice to be accessible to the community.
- 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. It is expected that schools will follow appropriate protocol when undertaking residencies that explore Aboriginal art forms, skills, knowledge, teachings and/or world view. Elders or Traditional Knowledge Keepers should be involved through these residencies.

## Funding

**The maximum funding available for a 10-month residency is \$35,000.**

- Residencies typically are the same length as the school year (September to June) but can be for shorter periods. If the residency term is less than 10 months, the grant amount is pro-rated.
- If the applicant (*the Lead Partner school*) is within the Northern Sport Culture and Recreation District boundaries, it is eligible to request an additional \$1,500 to cover travel expenses. This additional funding should be reflected in the residency budget.
- *Artists in Schools – Residencies* funds cannot be used for purchasing equipment for the school (e.g., kilns, computers, band instruments, etc.).
- The process for adjudicating applications is competitive and funds are limited. An application may not be funded or may not be funded for the full amount requested.

### Grant Recipients:

- **If the application is successful, a cheque for the approved grant amount will be released to the organization listed in the “Name for Cheque Issue” box on the Application Form no sooner than 30 days before the beginning of the residency term.**
- **A grant recipient must meet all conditions for the release of the funds and claim their funds within 12 months after the date of the letter notifying them of the results of their application.** If the conditions are not met and the grant funds are not claimed within this 12-month period, the Arts Board reserves the right to rescind the grant.
- **A grant recipient must begin the project no later than 12 months from the start date initially approved.** If the recipient does not begin the program within this 12-month period, the Arts Board reserves the right to rescind the grant.
- **A grant recipient must receive approval from the Arts Board to make major changes to a funded project** including modifications to dates and/or significant budget revisions. If the project is significantly changed without approval, the Arts Board reserves the right to rescind the grant.
- **Recipients of funding to support residencies are required to submit an interim report at the mid-point of the residency and a final report, including a financial report, no later than 60 days after the approved residency end date.**

The *Artists in Schools* program uses a focused documentation of residencies 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 residency progresses, rather than at its conclusion.

- **Recipients of *Artists in Schools* funding are required to acknowledge the support of the Saskatchewan Arts Board, SaskCulture Inc., the Saskatchewan Lotteries Trust Fund for Sport, Culture and Recreation, and the Government of Saskatchewan through the Ministry of Education,** particularly on all print material and at selected openings, receptions, performances, events or other public functions. The Saskatchewan Arts Board will provide grant recipients with an acknowledgement statement and access to the logos through the Arts Board’s website.
- The Saskatchewan Arts Board may contact a recipient at any time regarding any conditions affiliated with the grant received as a result of the application.

## Eligibility

### Eligible Partners

- **Lead Partner:**
  - Provincial schools
  - School divisions (*on behalf of a group of schools*)
  - Band schools
  - Tribal Councils (*on behalf of a group of band schools*)
  - Private schools using the Saskatchewan arts education curriculum.

## Eligibility *(continued)*

### Eligible Partners *(continued)*

- **Artist Partner(s):**
  - Professional artist(s) who have completed basic training in their discipline (through formal training or mentorship, as appropriate), have a body of work that has received critical recognition and are recognized as professional by their peers.
- **Community Partners:**
  - Arts and cultural organizations, groups and festivals
  - Businesses
  - Post-secondary institutions
  - Any group that may benefit from and contribute ideas or resources
  - Elders and/or Traditional Knowledge Keepers *(for residencies that explore Aboriginal art forms, skills, knowledge, teachings and/or world view).*

### Who can't apply?

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

### What can't be funded?

- Programs that are part of the applicant's ongoing activities (e.g., band program).  
*Exception: Residencies that explore new approaches for engaging students and expanding access within existing programs are eligible.*  
*Contact an Arts Board Program Consultant to discuss the residency before submitting the application.*
- Residencies that do not compensate artists for their work.
- Activity undertaken before the application closing date.
- Applications:
  - That do not include all the required information and support material, including balanced budgets;
  - Delivered, postmarked or sent by courier after the specified closing date;
  - That are illegible, incomplete or unsigned;
  - Submitted by e-mail or fax.

## Roles and Responsibilities

### Lead Partner

- Prepares and submits the application.
- Coordinates the residency (*designates a coordinator*) and
  - Ensures the residency identifies arts education curriculum themes and objectives or learning outcomes that will be addressed during the residency in addition to objectives or outcomes from other content areas, and
  - Assumes responsibility during the course of the residency for classroom management and the learning program.  
**Note:** *An artist will not replace or be a substitute for teachers or arts education specialists, or assume responsibility for overall management of a classroom. It is expected that a teacher shall remain with their class when the artist is present and engaging the students in activities that support the residency's goals.*
- Establishes a planning committee that meets regularly.
- Receives, manages and administers the grant funds.

## Roles and Responsibilities *(continued)*

### Lead Partner *(continued)*

- Negotiates a contract with the artist and pays artist fees according to the agreed-upon terms.
- Provides the artist with a suitable studio space.
- Assists the artist locate suitable housing, if required.
- Makes provisions for the artist to split his/her work time equally between residency activities and his/her own art practice (e.g., 20 hours per week engaging in residency activities, 20 hours own practice per week).
- Fulfills all interim and final reporting requirements.
- Communicates regularly with the Saskatchewan Arts Board.

### 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 residency in their development of knowledge and skills in the arts.
- Serves as a collaborator and mentor for the residency.
- Splits their time equally between residency activities and his/her own art practice.

### Community Partner(s)

Participation and support by community partners can contribute to the success of a residency and can strengthen your application. Community partners:

- Raise awareness within the community about the residency and the arts.
- Contribute to the residency according to their expertise and resources.
- Provide access to the community and community resources.

→ *For residencies that explore Aboriginal art forms, skills, knowledge, teachings and/or world view, partners such as Elders or Traditional Knowledge Keepers can guide appropriate exploration of Aboriginal content.*

## 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 projects to move forward in a forthright 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).<sup>1</sup>

## Project Tools

The following resource is available for schools on the Saskatchewan Arts Board's website:

- An **Artists in Schools Project Documentation Guide** that provides suggestions for documenting the project as it progresses.

*Contact an Arts Board Program Consultant for more information.*

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<sup>1</sup> Information about artists' contracts also is available on the CARFAC Saskatchewan website at [www.carfac.sk.ca](http://www.carfac.sk.ca).

## 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.artsboard.sk.ca/adjudication](http://www.artsboard.sk.ca/adjudication).*

**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 proposed residency reflects the partners' desire to develop and present a high-quality artistic program that is relevant and appropriate for the residency's objectives, and that involves professional artists with experience and expertise appropriate for the residency.  
*The artist's professional experience, past work and level of achievement will be considered.*
- The proposed residency demonstrates opportunities for the artist to pursue and develop their artistic practice and career, to present and promote their work, and to build an understanding of and appreciation for Saskatchewan art and artists.

#### 2. Impact

- The research and inquiry questions are thoughtful and considered, aim to focus the proposed residency in a meaningful way, and are appropriate for the proposed residency's teachers, students and partners.
- The proposed residency acknowledges the diversity of the community, will impact student and teacher practice in the arts and enrich arts experiences in the school(s), and intends to foster links and community resources and assist the applicant to achieve its goals for artistic development including the implementation of arts education and other curricula.
- For projects that explore Aboriginal art forms, skills, knowledge, teachings and/or world view, the residency is culturally authentic and includes the appropriate participation of Traditional Knowledge Keepers/Elders.

#### 3. Planning

- The application and proposed residency provide evidence of clear communication and collaboration among the partners.
- The partners' roles and responsibilities are clearly defined and there is evidence the proposed residency is well-planned and reflects the partners' support and commitment.



## **ARTISTS IN SCHOOLS – Residencies**

### **APPLICATION INFORMATION**

*Application Closing Date: May 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 RESIDENCY 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 11)**

- Complete all parts of the application form – *please include the applicant's name at the top of each page.*
- The Declaration (page 11) must be signed by the contact person and the school principal.

► **TEACHER RESEARCH QUESTION** (page 12)

Examples of Teacher Research Questions:

- How can a professional artist in the classroom impact student engagement, reflection and attendance?
- How can the arts assist in building relationships between students of diverse cultural backgrounds?
- How can our school use the cultural resources in our community to enhance arts education in the classroom?
- 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 sound poetry encourage students to understand that their own unique ideas are important and worthwhile?

► **STUDENT INQUIRY QUESTION** (page 12)

Examples of Student Inquiry Questions:

- What does identity mean and how can people express their own unique identity through dance?
- What skills can I develop through participation in the arts that will positively affect my experience in other subject areas?
- What is metamorphosis and how can the concept be explored through songwriting?
- What is the relationship between a public art gallery and people in a community?

► **BUDGET**

Complete and enclose the Budget form (page 26).

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

- Applicants will **complete and submit only** *Column 1: Proposed Budget* and *Column 3: Revenue Notes and Expense Notes* **with the application.**
- Grant recipients will **complete and submit** *Column 2: Final Actuals* and revised *Column 3: Revenue Notes and Expense Notes* **at the end of the project** as part of their final report. The Revenue and Expense Notes will include an explanation of any variances in final actuals from the proposed budget.
- List revenue and expenses (cash and in-kind) – only include items that are directly related to the proposed residency and its term.
  - Additional items and/or lines may be added to the Budget form as required.
- **The budget must balance** (*the total revenue amount must be the same as the total expenses amount*).

**Revenue:**

- In *Column 3: Revenue Notes*, indicate revenue as confirmed or unconfirmed.
  - If a contribution is unconfirmed, indicate alternate plans for acquiring these funds if they are not available from the source(s) listed in the budget.
- Lead Partner organizations in the Northern Sport Culture and Recreation District boundaries are eligible to include an additional \$1,500 above the \$35,000 maximum grant amount to cover travel expenses.
- Cash or in-kind contributions can come from partners or businesses in the community, fundraising or other grant sources, however this is not a requirement for receiving a grant.
- Funding from other sources may not be assigned to the same expenses as those covered by the Artists in Schools grant.
- Contributions from other sources can be in-kind rather than cash. Include in-kind contributions in both revenue and expenses and identify them with an asterisk (\*).

*For example, if an advertisement is placed in the local newspaper and the cost of \$50 is waived, this is an in-kind donation. In this example, include the \$50 in revenue as an in-kind contribution and in expenses as a \$50 advertising cost.*



## Budget (continued)

### 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.*
- 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 <http://www.cra-arc.gc.ca/E/pub/tg/rc4110/rc4110-14e.pdf>.

## ▶ 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 25.

### Support Material Technical Requirements

- 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 20) – JPEG files in PC file format only, 72 dpi resolution, maximum file size: 1 MB.
- Print (maximum 10 pages 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.

**ARTISTS IN SCHOOLS – Residencies****APPLICATION FORM**

Application Closing Date: May 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 Name

Position of Contact Person

*(with Lead Partner)*

Phone

Email

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 residency plan, if required) and no sooner than 30 days before the beginning of the residency 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 residency that become necessary including modifications to residency 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 residency and a final report, including a financial report, at the end of the residency 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*\_\_\_\_\_  
*Contact Signature*\_\_\_\_\_  
*Date*

Applicant Legal Name

For Office Use: ID #

**RESIDENCY INFORMATION**

<b>FUNDING REQUEST</b>	<b>\$</b>	<b>ART FORM</b> ( <i>check one</i> )
<i>(maximum \$35,000 for 10 months or \$36,500 for 10 months if the applicant is within the Northern Sport and Culture Recreation District boundaries)</i>		<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>Is the applicant located within the Northern Sport Culture and Recreation District boundaries?</b> Yes <input type="checkbox"/> No <input type="checkbox"/>		<b>RESIDENCY LOCATION(S)</b>  
<b>RESIDENCY DATES</b>		
From To  <i>(day/month/year)</i>		

**RESIDENCY 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 residency is to**

**TEACHER RESEARCH QUESTION**

List the teacher research question that will be explored if the application is successful.  
*Artists in Schools residencies are learning opportunities for all involved. Teachers are asked to develop a research question before the residency begins. The question guides teachers' reflective thinking about the residency and its effect on their practice. Refer to Application Information, page 9 for examples of teacher research questions.*  
*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 residencies are collaborative inquiry learning projects. Inquiry questions focus the learning experience and connect the residency to learning outcomes. They can be changed and refined as the residency evolves. Questions can come from the arts education curriculum or from any subject area. Refer to Application Information, page 9 for examples of student inquiry questions.*  
*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) and student population, and their 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 an ArtsSmarts Saskatchewan or Creative Partnerships 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 residency. 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.

Applicant Legal Name

**Lead Partner (continued)**

*(This area is intentionally left blank for the applicant to provide details about the Lead Partner.)*

**Artist Partner**

If a specific artist has been identified for the residency prior to the date of application, provide:

**ARTIST NAME:** \_\_\_\_\_

**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 8).

- Do you have a residence available for your artist?

Yes  No

If No, explain why.

- Do you have a studio available for your artist?

Yes  No

If No, explain why.

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 residency.

*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 residency.

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 residency 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

**SCHOOLS 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.
- Explain how this was determined (e.g., through a completed ArtsSmarts Saskatchewan – Artist in Residence I project or as a result of an independent needs assessment).
- Explain how this residency will assist to meet the identified needs.

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

**COMMUNITY CULTURAL NEEDS**

- Describe the community's cultural needs as you know or perceive them to be.
- If known, explain how this was determined (e.g., through a completed Creative Partnerships Explore and Develop project or as a result of an independent needs assessment and plan for cultural development).
- Explain how this residency can assist the community to meet its identified cultural needs.

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



Applicant Legal Name

**RESIDENCY DESCRIPTION***Refer to the Adjudication Criteria (page 7) and consult with the identified partners when completing the Residency Description.***Residency Goals and Activities**

- Describe:
  - What the school(s) intends to achieve through the residency, the need the residency will address and how the need was identified.
  - The professional activity that is planned and the artist(s) that will be involved.
  - How the residency will connect to provincial curriculum outcomes or objectives in arts education and other subject areas.
- If the residency 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 residency 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 residency 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

**Residency Goals and Activities (continued)**

Applicant Legal Name

**Residency Schedule**

- Describe the timeline for the residency and its activities. *(It is understood that this will develop further as the residency progresses.)*
- Include a description of any programming ideas that may be explored.  
*Use the space provided below. DO NOT write the information on a separate page.*

Applicant Legal Name

**Residency Impact**

- Describe the anticipated impacts of the residency during its term.
- Describe the anticipated long-term impact of the residency and opportunities that may be sustained beyond the duration of the residency.

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

Applicant Legal Name

**Residency Documentation and Evaluation Plan**

- Explain how the residency will be documented (process and product), who will be responsible, what tools will be used and how the reflections of teachers, students and residency 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:

- o — Blog      Yes       No       Responsible:

- o — Website      Yes       No       Responsible:

- o — Social Media Posts      Yes       No       Responsible:

- o Other :      Yes       No       If Yes, describe:

Applicant Legal Name

**Residency 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 residency.
- 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:
  - Appropriate logos added to all advertising, invitations, brochures, posters, etc.  
Partner responsible:
  - Funders acknowledged whenever possible. Partner Responsible:
  - Local:
    - Print Media Yes  No  If Yes, Partner Responsible:
    - Television Yes  No  If Yes, Partner Responsible:
    - Radio Yes  No  If Yes, Partner Responsible:
    - Newsletters Yes  No  If Yes, Partner Responsible:
  - Social Media Yes  No  If Yes, Partner Responsible:
  - Website Yes  No  If Yes, Partner Responsible:
  - Events Advertising Yes  No  If Yes, Partner Responsible:
  - Word of mouth Yes  No
  - Will any communications material be produced in any other languages? Yes  No   
If Yes, describe:

Applicant Legal Name

**ARTIST'S IMPACT STATEMENT**

Provide:

**ARTIST NAME:** \_\_\_\_\_

Have the artist provide a statement that describes:

- How participation in this residency will impact the development of their artistic practice, body of work and career; provide them with an opportunity to present and promote their work; and build an understanding of and appreciation for Saskatchewan art and artists and
- How they anticipate their participation in this residency will impact the school and the engagement of its students in arts activities that are linked to educational outcomes.

*Include the statement in the space below. DO NOT write the statement on a separate page.*

Applicant Legal Name

**BUDGET**

**Complete and enclose the Budget template.**

*Read the Budget instructions on pages 9-10 before beginning the template.*

*The template is available on page 26 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 10.*

*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.



Applicant Legal Name

**BUDGET**

**IMPORTANT** – Read the Budget instructions (pages 9-10) before beginning this form.

Revenue:	Column 1 Proposed Budget	Column 2 Final Actuals	Column 3 Revenue Notes
			<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> (list)			
<b>Cash Contributions/Fundraising</b> (list)			
<b>In-kind Contributions</b> (list)			
<b>Total Revenue</b>			
Expenses:	Column 1 Proposed Budget	Column 2 Final Actuals	Column 3 Expense Notes
			<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> (e.g., CPP, EI, etc.)			
<b>Travel</b>			
<b>Program Materials</b> (list expenses over and above what would normally be provided by the school)			
<b>Communications</b>			
<b>Other</b> (list)			
<b>Total Expenses</b>			