

ARTISTS IN COMMUNITIES AND SCHOOLS – *Arts After Hours* FREQUENTLY ASKED QUESTIONS

What makes a good *Arts After Hours* project?

- The involvement of an experienced, professional artist who believes in the importance of inquiry processes in the arts.
- A well designed, collaborative arts project in any arts discipline that evolves with youth input and problem solving.
- A project in which all participants explore and learn together, including the artist and adult volunteers.
- A project that invites the public to share in or celebrate what the youth have achieved and how it has impacted their learning.

What are some examples of things that don't fit well with *Arts After Hours*?

- Lessons where the artist is teaching according to a step-by-step plan
- Daily crafts or other such activities.
- Projects or art forms that have no obvious relevance to the participants.
- Projects that do not invite youth input and problem solving throughout.

Why is inquiry learning important?

- Inquiry learning encourages youth to participate in determining what they want to learn and in planning how they will achieve the learning.
- It encourages youth to think throughout the processes about their own learning.
- It instills positive attitudes toward lifelong learning.
- It empowers youth to think about learning as something they can control rather than something that is determined by others.

Why are the arts so appropriate for inquiry learning projects?

- Artists constantly experience inquiry learning as part of their own artistic practice. Creation in the arts is by its nature an inquiry process that includes ongoing rethinking and problem solving.
- The arts provide a safe way for youth to experiment and take risks in order to learn.

What is the connection between *Arts After Hours* projects and schools if the projects do not take place in a school?

- It has been shown in many studies that youth who engage in inquiry-based learning in the arts develop positive attitudes toward learning in other situations.
- *Arts After Hours* projects take place in locations where youth can learn in a safe environment (libraries, community centres, schools, etc.).

What are some tips for planning a good *Arts After Hours* project?

- If you can, talk to potential participants about their interests in the arts. Provide lots of options (song writing, film/video, painting, hip hop dance, etc.).
- Once you have that narrowed down, talk to a consultant at the Arts Board about how to develop this into a project and find an appropriate artist.
- If there is an artist in your community you would like to approach, make sure that artist is open to an inquiry learning, collaborative project (this is very important).
- If you can, meet with the artist before making the application to build a project description, work plan, etc.
- Develop a budget that pays the artist appropriately and includes the necessary supplies.
- Find 25% of the budget locally, either cash or in-kind. If this poses a problem, talk to the Arts Board consultant.
- Write a clear project description with the artist's help, if possible
- Ask the artist for their resume and digital samples of his/her work to include with the application.
- Think about how the community might be involved in a display or celebration at the project's end.

FOR MORE INFORMATION CONTACT

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*For programs serving Aboriginal communities and/or related
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