

# Welcome to the Arts Integration Learning Lab!

The Learning Lab was designed by ArtStarts and IndigenEYEZ specifically for professional Indigenous artists interested in bringing their art practice into classrooms. The workshops are meant to be experiential, conceptually informative and collaborative. We approach learning as active and participatory, so get ready to connect with other professional artists with a diverse range of experiences, perspectives, and creative practices. Together we will explore the power and potential of the arts through a collaborative approach.

## Workshops

**When:** October 23-27, 2017, 10am - 4:30pm

**Where:** ArtStarts, 808 Richards St, Vancouver BC

**Questions:** contact Elfred Matining [elfred@artstarts.com](mailto:elfred@artstarts.com) or 604.336.0626 ext 106



## Goals

- Learn how to develop quality arts-based experiences in a school environment that link your art practice, the BC Ministry of Education's revised curriculum and the First Peoples Principles of Learning.
- Build your capacity by developing a deeper understanding of creative processes and identify areas and opportunities to grow your professional art practice through arts based learning.
- Learn how to foster culturally safe learning environments that transform the intersections of education and decolonization through the perspectives of art.
- Learn various facilitation skills to confidently incorporate into your interactions with young people and educators as a Teaching Artist.
- Learn about resources for artists, such as the Artists in the Classroom grant available through ArtStarts, and have the confidence and skills to pursue these and other opportunities.
- Explore the language of education and build knowledge around contemporary Indigenous issues in schools in a useful and practical way that you can apply to your professional work.
- Discover opportunities for artists to connect with educators in a professional capacity.
- Strengthen your network of Indigenous artists in BC through peer learning and support.

## Meet the Facilitators



### Kelly Terbasket

IndigenEYEZ Program Director Kelly Terbasket has a contagious laugh, a talent for connecting people and a passion for the power of community. With more than 20 years' experience managing community projects, Kelly is known in First Nations throughout BC for her inspiring workshops on everything from teambuilding to strategic planning to effective leadership. As a person of mixed heritage, Kelly has been bridging distinct worlds all her life, learning to weave together the strengths of her Syilx and European ancestry. Kelly is honoured to be leading this exciting new program and loves to facilitate IndigenEYEZ trainings. The proud mother of two beautiful young women, Kelly lives in her family's ancestral home in the south Okanagan.



### Elfred Matining

Art has always been at the forefront for Elfred Matining. Raised as a visitor in the unceded, occupied and ancestral lands of the Coast Salish people, Elfred works with the community to find new ways of thinking, learning and experiencing our world through art. As an artist, his creative practice investigates the phenomenon of pedagogy through objects and performance. As a community organizer, he engages artists and educators across the province in dialogue and professional learning about arts integration and creative and critical thinking through the framework of curriculum. With his work at ArtStarts in Schools, Elfred has worked with various communities to expand access and to diversify arts experiences in BC classrooms.

## Learning Lab: Indigenous Artists Edition Framework

### Monday: Creativity 101

What do we need for creativity to thrive? How do we talk about creativity within an institutional and Indigenous context? Through left- and right-brain workshop activities, participate in a series of collaborative, hands-on experiences that will unpack contemporary perceptions of art and education, learn how to create culturally safe learning environments for all students, and get an introduction to arts integration as an approach to teaching.

- Welcoming ceremony and Introductions
- Community Agreements and Goals
- [First Peoples Learning Principles](#)
- 20th Century Education vs 21st Century Learning: a brief history of the Industrialized education model
- The Language of Creativity
  - Stages of Creativity and the creative process
  - Multiple Intelligences
  - Divergent and Convergent Thinking
- [Modes of Art in Education](#)
  - [Arts Integration](#)

#### Homework:

Watch: [Ken Robinson's Do Schools Kill Creativity?](#)

[https://www.ted.com/talks/ken\\_robinson\\_says\\_schools\\_kill\\_creativity](https://www.ted.com/talks/ken_robinson_says_schools_kill_creativity)

Watch: [Take the Multiple Intelligences quiz!](#)

<https://www.edutopia.org/multiple-intelligences-assessment>

Watch: [Brad Baker's Courage – Going Forward in Aboriginal Education](#)

<https://www.youtube.com/watch?v=5Wk48muy4oM>

Watch: [Starleigh Grass: Reconciliation and Education](#)

<https://www.youtube.com/watch?v=fu0alw1vdiE>

Watch: [N'we Jinan and students from the Surrey School District – Show Us the Way](#)

<https://www.youtube.com/watch?v=ZV9AUQoqfAc>

### Tuesday: Pedagogy – Art Practice as teaching Practice

A7xekcal is a Lil'wat word that refers to "the ways teachers help to locate the infinite capacity in each learner. It involves developing each person's individual gifts and expertise in a holistic manner" (Source: Spirals of Inquiry). This is key to arts-based pedagogy. Share your connection to this concept as you gain understanding and skills on how to break open your art practice. Invite learners to dialogue and to experience the process for themselves—and through this, learning happens. This workshop explores how the creative process can engage and activate our imagination as an agent for learning.

- What is Pedagogy?: this process will be facilitated by a professional artist who will guide participants through their creative process and shine light on how teaching and learning can be inserted into that process.

- The foundations of Constructivist learning: we will explore how knowledge is made and how novel ideas are created through the framework of Constructivism
- What does a Constructivist classroom look like?
- Inquiry Based Learning
- Art & Tell: each participant will have an opportunity to present their creative practice to everyone

### **Homework:**

Let's get to know each other's art practices! You will have the floor for 3 minutes to share 1 of your works to the group. For example, you can share a painting and talk about it for 3 minutes, you can sing a song for 3 minutes, you can perform a soliloquy, you can dance, you can do whatever you want in those 3 minutes. This time is dedicated to you, so consider which single piece of work you would like to represent you and your art practice to the rest of the group. You will have access to a projector and speakers. If there is anything else you need or have questions, please do not hesitate to ask me.

Listen: [Roxanne Charles - Get Uncomfortable and Go with Your Fear](http://yourcreativepush.com/2016/07/interview-with-roxanne-charles/)  
<http://yourcreativepush.com/2016/07/interview-with-roxanne-charles/>

Watch: [Brian Jungen on Art in the 21<sup>st</sup> Century](https://art21.org/watch/art-in-the-twenty-first-century/s8/brian-jungen-in-vancouver-segment/)  
<https://art21.org/watch/art-in-the-twenty-first-century/s8/brian-jungen-in-vancouver-segment/>

### **Wednesday: Understanding the Curriculum**

How can Indigenous artists leverage the BC Ministry of Education's revised curriculum as a tool of inquiry for their own art practice? Starting with the First Peoples Principles of Learning, developed by the First Nations Education Steering Committee (FNESC), as the foundational starting point, learn how to navigate through the curriculum with confidence while gaining an insight into the Artists in the Classroom grant. This workshop will allow you to design relevant, learning-focused art projects for young people that bring the curriculum alive through hands-on, relational art experiences.

- Understanding the BC Curriculum: a hands on tour of the [BC school curriculum](#) that will emphasize how the arts can be used to make the content come alive.
- Understanding the Artists in the Classroom Grant: a hands on tour of the [Artists in the Classroom grant](#)
- Creating a Grant Proposal - Part 1: each participant will have the full afternoon to begin developing an Artists in the Classroom grant proposal.

### **Homework:**

Explore: [BC Ministry of Education's Revised Curriculum](https://curriculum.gov.bc.ca/curriculum)  
<https://curriculum.gov.bc.ca/curriculum>

Take a look at the **grade 5** [English Language Arts, Mathematics, Social Studies, and Science](#) Curriculum guides that the link has provided. Start thinking about the connections between the content and your art practice.

### **Thursday: Transforming School Culture**

Why are Indigenous artists vital to the school system? We start with your stories, as it is through all forms of art that we are able to express and witness the past, while pushing our contemporary experiences to a new and imagined future. Artists have an ability to share the mastery of their craft with the younger generation. Craft and art making is not just a way of transferring manual skills, but also a way to pass on histories and ways of knowing.

- What is School Culture?: Sharing past school experiences
- What makes a great teacher?
- What does a culturally safe learning environment for students feel like?
- IndigenEYEZ Critical Response Model: learning to act in critical/ potentially triggering moments
- Creating a Grant Proposal - Part 2: each participant will have the full afternoon to continue developing an Artists in the Classroom grant proposal.

### **Friday: Meta-Learning**

Learning requires constant reflection to deepen our understanding and perspectives. Taking the Arts Integration Learning Lab week as our starting point, we dive into “meta-moments” to unpack the process and methods of learning that we all collaboratively created and participated in throughout the week. Allow methods and styles of facilitation to become explicit as we unpack our learnings together.

- Strength Based Communication model
- Reflections from the week: How did we create a culturally safe learning environment
- Grant Proposal Presentations: each participant will have an opportunity to present to the entire group their grant proposal. Everyone will receive a critique and written feedback about their proposal
- Affirmations
- Closing and Good Byes