

ArtStarts Showcase 2024

Application Guidelines

ArtStarts acknowledges that it carries out its work on the land of Indigenous nations throughout British Columbia. Our offices and the ArtStarts Showcase are on the unceded, ancestral, and traditional territory of the xʷməθkʷəy̓əm (Musqueam), Skwx̱ wú7mesh (Squamish) and səliłwətaʔ (Tsleil-Waututh) peoples.

About Showcase

The ArtStarts Showcase is a multi-day conference style event that highlights new opportunities for school and community arts programmers invested in booking artist performances, workshops and residencies for young audiences.

The 2024 Showcase will take place during the week of April 30th - May 5th, 2024 at Performance Works, (1218 Cartwright St), in Vancouver BC. The deadline to apply is October 23, 2023.

Application and Event Format Updates

Artists can apply to be on the ArtStarts Artist Directory without presenting at Showcase. This makes it easier for new artists to join our ArtStarts community as well as leave more opportunity for our current artists to participate in Showcase.

In the past Showcase has been solely reserved as an opportunity for performing artists to highlight their touring performance. ArtStarts not only works with artists from various disciplines but also those who share their artistic practices via modalities outside of performances. This year we are offering a few slots specifically for artists who are offering Classroom Residencies and/or Workshops to share their work with delegates.

Applying Social Justice values to Showcase

As a 21st century arts organization, ArtStarts is committed to advancing and strengthening the values of justice, equity, diversity, and inclusion (JEDI). Since early 2018 we have been working towards being more intentional about applying these lenses to our core programs and also taking a bird's-eye view of ArtStarts as a whole to address systemic oppression and colonial practices, especially those that we perpetuate.¹

Applying an anti-oppressive lens through the principles of justice, equity, diversity, and education to Showcase is necessary in response to the world we live in today. The social justice movement in education is growing and adapting in response to the evolving needs of students in schools across BC. Looking at the 2016 Census data, we see that 36% of BC residents have racialized identities.² We also support the work of educators, families, and community advocates in making schools safer for students of marginalized sexual orientations and gender identities, in particular the work of [SOGI 1 2 3](#). As a country, we have made commitments through the [Truth and Reconciliation Commission](#), which has specific calls to action related to Education, Language and Culture.

These examples are part of the rationale for why we must respond. Social justice through the arts is a powerful approach and now an integrated part of our work towards mission impact:

¹ This work is led by our mission, vision, and guiding principles which can be found here: <https://artstarts.com/about>. This work is also in line with the values and priorities of our major funder BC Arts Council. Read more about BC Arts Council's priorities here: <https://www.bcartscouncil.ca/bcartscouncil/priorities/>.

² 2016 Census Data: 30.3% of BC residents are visible minorities and 5.9% are Indigenous

“The aesthetic experience of stories told through the arts can help us think more creatively, intimately and deeply about challenging social justice issues. The arts provide a realm where charged topics can be encountered and engaged on an embodied level and thus stimulate deeper learning.” - Storytelling for Social Justice by Lee Ann Bell

Prioritizing Underrepresented Artists

We are committed to providing students with relevant and impactful arts-based experiences in their schools and consider intentional representation of marginalized artists an important part of this commitment. When we look at our Artist Directory, we see opportunities to increase representation of artists with marginalized identities in order to more fully reflect the student population in schools across BC today.

*“When we don’t see ourselves reflected in the world around us, we make judgments about that absence. Invisibility is a statement. It says something about the world and our place in it.”
– Sonya Renee Taylor*

In order to increase representation, we are seeking to prioritize Showcase applications from these equity-deserving groups:

- Artists of colour, especially Indigenous and Black women
- Artists who identify as LGBT2QIA*, especially LGBT2QIA artists of colour
- Artists living with a visible or invisible disability, especially disabled artists of colour **Lesbian, Gay, Bisexual, Transgender, Two-Spirit, Queer or Questioning, Intersex, Asexual*

We encourage artists to self-identify on the Showcase application form. Collecting this data is critical to our commitment to increase representation of underrepresented groups. Since we can’t make assumptions about people’s complex identities, we ask applicants to self-identify. We will use this information as part of the decision making process under Identity and Representation in the Assessment Criteria (details below) as well as adding to the aggregated data of our work as a whole.

In order to reduce barriers for underrepresented artists who wish to apply, we can offer a sliding scale application fee of \$25 – \$75. If this is still a barrier, please reach out, as no underrepresented artist will be turned away for lack of funds.

Eligibility

- Residents of Canada
- Available to present during our 2024 Showcase dates in Vancouver, BC.
- Available to work in BC schools in the 2024-25 school year
- Able to complete the Criminal Record Check process via ArtStarts
- Aligned with [ArtStarts Anti-Oppression Guidelines](#)

Artists are selected by an external panel of artists and educators who are familiar with the art world and ArtStarts programming based on their creative practice, approach to working with young people, and past experience.

Assessment Criteria and Rubric

Our Showcase rubric explicitly aligns with our commitment to providing students with relevant and impactful arts-based experiences. It also centers our continued commitment to prioritizing underrepresented artists. All applications will be peer assessed by a jury of educators and artists,

using the rubric available on page 6 and 7 of this document.

How to Apply

Deadline: October 23, 2023

Application Fee: \$25-\$75 sliding scale

1) Gather all required support materials:

- a) **Portfolio:** Your portfolio demonstrates your work as a [professional artist](#) and helps the jury/assessment panel understand the expression/process of your art form and assess your work based on artistic impact, representation, experience and engagement.

Portfolios can include:

- i) **Photos:** Up to 5 photos of your work including but not limited to process photos, final works, you working, documentation of events/performances/showings/readings
- ii) **Videos:** Up to 2 videos of your work including but not limited to process video, final pieces, documentation of events/performances/showings/readings etc. No more than 10 min of video total. All submissions must link to a website (Vimeo/Youtube etc.) - no uploaded material allowed. *We highly encourage artists to include a video in their portfolio outlining your listing offering as it can provide the assessment panel a clearer understanding of your art practice.*
- iii) **Sound:** Up to 2 sound files of your work including but not limited to process clips, final pieces, documentation of events/performances/showings/readings etc. No more than 10 min of video total. All submissions must link to a website (Soundcloud/Bandcamp/Spotify etc.) - no uploaded material allowed.
- iv) **Written:** 1 file upload with written material including work in progress, final pieces, poetry, fiction, song lyrics, script etc.
- b) **Artist CVs or Bios:** Please submit a CV or bio for each member of the creative team that has contributed to the show thus far which describes their training, artistic experience, and commitment to their art. Groups are also welcome to submit a description of their collective work and history working with young people.
- c) **References:** Applicants must submit one or two letters of support from schools, community presenters or peers. References do not need to be submitted by current members of ArtStarts' Artists on Tour Directory. Reference letters should answer the following questions:
- i) *In what context have you worked with the Showcase applicant?*
- ii) *Why do you think this artist/group and their performance/workshop is relevant for young people today?*

2) Complete the application form. The form will ask for the following:

- a) General artist/group information
- b) Overview of the performance/workshop and who it is suitable for
- c) Description of the performance/workshop
- d) Support materials (video links, artist bio and references)
- e) Payment of application fee with a credit card via Stripe, our secure processing service.

Confidentiality of Information

All documents submitted to ArtStarts in Schools become the property of ArtStarts. Personal information is collected in accordance with the British Columbia Personal Information Protection Act (PIPA) for the purpose of evaluation and assessment to meet program objectives. Your application information along with support materials will be shared in confidence with members of the adjudication jury. ArtStarts will make every effort to maintain the confidentiality of personal information in each application. Successful applicants will be required to submit material for publication in the ArtStarts Artist Directory that may also be used in general communications and promotional efforts.

Applicant Notification

Applicants will receive notification via email indicating whether they were successful or not in December 2023. Communication will be directed to the email address provided on the Showcase application form.

Next Steps for Successful Artists

December 2023:

- Confirm your acceptance to Showcase within one week of receiving your acceptance email.
- Confirmed artists will then receive an emailing next steps in detail.

December 2023 – February 2024:

- Prepare and gather your ArtStarts Artist Directory Listing content to submit by February 2024. This includes setting your artist fees per region, finalizing your performance or workshop synopsis, sharing availability for the upcoming school year etc.
- Complete Criminal Record Check through [BC Ministry of Justice Criminal Record Review Program](#) (\$28 fee). The Criminal Record Check MUST be completed through the Criminal Record Review Program. Police checks will NOT BE ACCEPTED.
- Pay for ArtStarts Artist Directory listing(s).

February – March 2024:

- Connect with production team to confirm technical requirements for Showcase day

April/May 2024:

- ArtStarts Showcase
- Engage in opportunities to network with peer artists and school and community arts programmers

Questions and Feedback

We hope that as part of our shared commitment to create a positive impact with young people that you will join us in the learning journey to grapple with important social justice issues. We invite feedback on how we can continue to strengthen our commitment to creating space for underrepresented artists and embedding the values of justice, equity, diversity and inclusion to create meaningful artistic experiences for all students.

Check out our website for more information about the [ArtStarts Showcase](#).

If you have specific questions about your fit for Showcase or the application process, please contact:

Necole Hines

Program Manager

[Schedule a phone call with Necole](#)

Email: necole@artstarts.com



ArtStarts in Schools

Rubric for Assessing Applications for the ArtStarts Directory and Showcase event UPDATED AUG 2023

| | No Evidence - 0 | Little Evidence - 1 | Some Evidence - 2 | Strong Evidence - 3 |
|--|--|---|--|--|
| <p>WHO Artistic impact, description of art practice and creative process - Page 1 – artist/group overview and portfolio</p> | <ul style="list-style-type: none"> -Does not include articulation of creative process -Artist is dismissive or disdainful of big issues of our time (eg. Truth and reconciliation, rising hate crimes, capitalism, racism, colonialism, climate change, poverty, homelessness, mental health, etc. | <ul style="list-style-type: none"> -Little/unclear articulation of creative process -Work does not mention big issues of our time (eg. Truth and reconciliation, rising hate crimes, capitalism, racism, colonialism, climate change, poverty, homelessness, mental health, etc. | <ul style="list-style-type: none"> -Some articulation of creative process -Work mentions big issues of our time (eg. Truth and reconciliation, rising hate crimes, capitalism, racism, colonialism, climate change, poverty, homelessness, mental health, etc. | <ul style="list-style-type: none"> -Extensive and clear articulation of creative process -Work directly engages with big issues of our time (eg. Truth and reconciliation, rising hate crimes, capitalism, racism, colonialism, climate change, poverty, homelessness, mental health, etc. |
| <p>WHO ArtStarts Priority Groups</p> | <ul style="list-style-type: none"> -No one on the creative team identifies as a member of one of our priority groups (BIPOC* artists, LGBTQ2SIA+* artists, disabled artists) | <ul style="list-style-type: none"> -Performers/collaborators (who do not make creative decisions in a project) explicitly identify as members of our priority groups (BIPOC artists, LGBTQ2SIA+ artists, disabled artists). -Leadership and creative team do not identify as members of our priority groups. | <ul style="list-style-type: none"> -Minority of members of the leadership and creative team explicitly identifies as a member of our priority groups (BIPOC artists, LGBTQ2SIA+ artists, disabled artists) | <ul style="list-style-type: none"> -Majority of members of the leadership and creative team explicitly identifies as a member of our priority groups (BIPOC artists, LGBTQ2SIA+ artists, disabled artists) |

| | No Evidence - 0 | Little Evidence - 1 | Some Evidence - 2 | Strong Evidence - 3 |
|--|--|---|---|--|
| <p>WHAT Experience working with young people in a school setting</p> <p>- Page 2 – Description of Performance, Workshop, or Classroom Residency</p> | <ul style="list-style-type: none"> -Artist/group is not ready to tour and/or work in classrooms -Concept not developed -Project demonstrates no consideration for cultural safety issues -Project demonstrates a non - reciprocal, appropriative, or de-contextualized approach to working with cultural or community themes (ie: is harmful or appropriative) | <ul style="list-style-type: none"> -Artist/group needs some support to tour and/or work in classrooms -Concept needs further development -Project demonstrates little consideration for cultural safety issues -Little evidence of appropriate, reciprocal, and contextualized use of cultural or community themes – need more information to consider them for directory | <ul style="list-style-type: none"> -Artist/group is ready to tour and/or work in classrooms -Concept is articulated but lacks depth or relevance -Project shows some consideration for cultural safety issues -Some evidence of appropriate, reciprocal, and contextualized use of cultural or community themes | <ul style="list-style-type: none"> -Artist/group is ready to tour and/or work in classrooms -Significant breadth and scope of experience with working with young people through art -Concept is well defined and developed -Project shows consideration of cultural safety issues -Strong evidence of appropriate, reciprocal, and contextualized use of cultural or community themes |
| <p>HOW Ability to engage students, connect to curriculum and collaborate with educators</p> <p>- Page 1 - Reference Letter</p> <p>- Page 2 – Description of Performance, Workshop, or Classroom Residency</p> | <ul style="list-style-type: none"> -No evidence of student engagement -No evidence of curricular connections -No evidence of collaboration between artists and educators (Classroom Residencies) | <ul style="list-style-type: none"> -Little evidence of student engagement -Little evidence of curricular connections -Little evidence of collaboration between artists and educators (Classroom Residencies) | <ul style="list-style-type: none"> -Some evidence of student engagement -Some evidence of curricular connections -Some evidence of collaboration between artists and educators (Classroom Residencies) | <ul style="list-style-type: none"> -Students are engaged and involved in the show or creative process in the classroom as suits the kind of artistic offering -The project integrates art into other curriculum areas -The artist collaborated with educators to develop and execute the project (Classroom Residencies) |

| | No Evidence - 0 | Little Evidence - 1 | Some Evidence - 2 | Strong Evidence - 3 |
|--|---|---------------------|-------------------|---|
| Artist professionalism for funding purposes only - Page 1 – artist/group CV | -Does not meet the definition of a professional artist/group – may join directory but not be eligible for AIE coverage or AIC Grant | N/A | N/A | -Meets the definition of professional artist/group – will be eligible for AIE coverage and may apply for AIC grant if they are BC-based |

When curating the ArtStarts Showcase, we are looking for innovative content and delivery, a variety in artistic disciplines, French-language shows, and balance between primary and secondary level content. We reserve the right to make curatorial choices for the Showcase event. Artists do not have to present at Showcase in order to join the Directory.

ArtStarts will approve artists for the directory based on the expertise and recommendations of the external assessment panel. As there is no limit to the number of artists that can be added to the Directory, the decision is fully merit and curatorial based.

*Lesbian, Gay, Bisexual, Transgender, Two-Spirit, Queer or Questioning, Intersex, Asexual

*BIPOC - Black, Indigenous, and/or People of Colour

UPDATED AUG 2023



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