



Artists in Schools

Guiding Questions for Collaboration

This document was created by the CBE Fine Arts Council (2019-2020) to assist teachers, school leadership, and artists as they plan for a collaborative project. It is not intended to be a checklist, rather a conversation guide.

Intention

- What is the purpose or goal in collaborating with an artist?
- Are the artist's and school's intentions for the project in alignment?
- How are the goals of the proposed collaboration aligned with the CBE Three Year Plan/Strategies, School Development Plan, the Program of Studies, and long-range plans?
- What are the guiding questions and/or concepts that ground the project?
- If Indigenous ways of knowing and learning are included in the goals of the project, how is this being done? Has the Cultural Protocol Document been consulted?
- How will the artist's skills help to build capacity in the school?

Contracts

- What organization is required for meetings and on-going communication?
- Has there been review of: budget, invoice total, payment timeline, and Short Form contract (insurance, WCB, vulnerable sector check)?
- What is the timeline (intermittent or continuous) for the artist's work in the school?
- What supplies are required and who will supply them?
- What defines the artist's role and the classroom teacher's role in the project?

Task Design & Assessment

- What learning outcomes will be explored through the project?
- What process and product activities/tasks will students be engaged in?
- What fundamental skills will be built during the project?
- What are the criteria for success? What is the learning target?
- What formative and summative assessment practices will be utilized and at what intervals?
- What groundwork is laid prior to the project? How will the project be braided with prior and future learning?
- Is there flexibility in the project if ideas arise generatively throughout the process? Is there space for happy accidents?
- At what interval will project reflection happen in order to plan for next steps and ensure adherence to project timeline?
- How will student voice/choice/decision making be included?
- How might competencies (ex. Innovation, communication) be fostered?

Supports

- How will the project be funded?
- What supervision and behaviour support plans are in place?
- How are students with special needs supported to achieve success?
- How might the project benefit from volunteers or donations?

- How might teachers build capacity through the project?
- How might other learning experiences (field studies, other guests, community involvement) support student learning?
- How might we predict challenges or risks and how are these mitigated?

Legacy

- How will student learning be carried forward after the project has ended?
- How will the process be documented?
- How will the project be shared with the wider community?
- If a permanent art piece is the goal, what approvals are necessary?
- Are media release or sharing of student artwork forms required?

School Procedures

- How might the project impact timetable/class schedules and how will other teachers be communicated with?
- What are the procedures for parking, signing in and out of office?
- Will access to work spaces/classrooms be affected?
- Is access to school materials/ technology necessary?