

April 30, 2021, virtual  
Fine Arts Council Minutes

Using Rose-Bud-Thorn Protocol

School Updates, What has blossomed nicely for your school arts community this year?

## Roses

### Teachers

- Collette Quinn-Hall – willow park school
  - o Impacted by not physically bringing in artists but have found other ways to connect with artists (virtually)
  - o Film makers/spoken word/animation/local artists – still making community connections happen even though it has been challenging
- Todd Cave – from Franklin
  - o Many classes not offered this year, not able to distance students.
  - o Strong artists on staff, diverse staff
  - o Infused arts into core, dance into phys-ed
  - o Visual Arts has continued “unscathed”, needed to purchase individual sets of materials.
  - o Band program adapted to percussion program
  - o Spoken word and animation (quick draw) – connecting with artists in the community
    - Stop motion animation was successful and will continue next year
  - o Hoping to re-instate complementary programming next year
  - o Resilience of staff and students!
- Ray Luu – William Pratt
  - o Appreciation for arts organizations that provided distance opportunities
  - o Finding different ways to engage with students
  - o Calgary Opera – Hansel and Gretel – free virtual
- Glenn Taylor
  - o Digital content is appreciated
  - o Flip-flopping between in-school and online has been challenging, momentum is constantly disrupted
  - o YouTube unlisted links have been great for student access
  - o Using technology to support students and there are loads of great digital examples and resources available
  - o Complementary has turned into exploratory wheels – shorter experiences
  - o School is investing in a dedicated arts-space

### Partners:

- Kate Shutz from CPL:
  - o Loads of Artists and residences that offer community engagement workshops, library arts and culture page online
    - Artists in Residence programs (required to do community engagement)

- Online classes for drawing, photography, active listening with composer – all free
  - Ultimate summer challenge program – reading and learning program for the summer – virtual classroom visits to start to bring attention to this
    - Can register for virtual classroom visits but could also do specific, tailored sessions
  - Visit CPL arts and culture page for more programming
- Jennifer Roberts – Arts Commons/Social Impact Coordinator:
  - What should/can continue on virtually?
  - National Geographic – virtual school opportunities
  - Arts and wellness – University of Auckland
  - Mountain goat mountain animal – soundscapes
  - Campus Calgary – virtual programming.
    - Can building a relationship be done online? Yes, it is possible and can be a beautiful thing. This has been learning for the organization.
    - Ex. Eva, Wakefield Brewster, spoken word
- Evan Rothery – Studio Bell, National Music Centre
  - Shock for in-person to come to a halt so suddenly
  - Transition lessons to online content – 35 videos were created – exciting to move lessons into the virtual world, some lessons really lent themselves to this.
  - Some virtual camps were experimented with
  - Exciting to begin to pair digital/virtual with the learning to support teachers and classes – will continue in the future
  - People are more accepting of the video-conference medium, seems practical
    - We can do things that we couldn't before – rethink what we will offer in the future.
    - In-person visits can be extended into the virtual
- Eva
  - Worked with 3 CCOM schools this year.
  - In residence with schools currently – virtually
  - Great to collaborate with other facilitators and work with so many organizations
  - Found ways to connect with students using technology – not easy but we have found ways.
  - Great to be able to teach from home to support needs
- Alysha Bulmer: Calgary Philharmonic
  - Phil kids – once a week lessons and once a week videos to help students, after school program usually at Keeler, pivoted to online
  - Tough to support kids who don't have technology at home
  - Made an online resource (Phil Kids) library which is open to all elementary teachers
    - More teachers and students have been accessed than ever before

- This gives some ideas about possibly expanding in-person offerings
    - More validity to being online – more people are comfortable learning and working online
    - Next year – roll out a program that will help band students “Band Together Program”
      - Growing and developing the middle/junior collaborations
- Britt Martin – U of C , Associate professor at Werklund
  - Lovely to connect with everyone virtually
  - New study about visual art exercises for mental health – will be published next year – Britt will try to get that report out to folks, Canadian Journal of Education, Britt may be releasing a public report for AHS, and will share out with Clancy
    - Brain Smoothies Program
      - Research shows visual art leads to a shift in mental health – from stress to “float” - visual tactile processes related to promotion of mental health capacity.
      - Also measured mental health capacity, grew through engaging in visual art each day
      - Using Art-based exercises for mental wellness, gathered data. Studied ASH mental health providers who participated in on-line training,
- Patricia Kesler – Calgary Opera, community engagement
  - Constant surprise of what was possible on line – lots is available. The year has actually been incredible in terms of how many students were reached. Grateful for the experiences, even with the recognition that these came at a huge cost
  - Learning how to take things online that previously weren’t possible
    - Typically (40 Schools) 10-12 thousand students would access the programming versus this year that was around one hundred and ten thousand students
      - This year 850 teachers signed up this year from across AB, one hundred and ten thousand students
      - Reaching remote/rural areas
      - Joy and hope about reaching more students
    - More specific requests to help students and teachers
      - Community ambassadors
      - Vocal training for jr high school students, this is a new move for the Opera
- Joanne Baker – DJD
  - This year has been good for long distance learning and supporting change
  - Utilizing resources from other organizations (example, Tap residency at Central Memorial School) to support the work of artists from DJD in schools

- Were part of SEED School and Library School
      - Artists were connecting with these experiences
    - Helping schools to think about community in regards to movement
  - Long term relationship with TELUS Spark
    - Math in motion (past 5 years) – math through movement
      - January was the online learning pilot and it is now being offered out to elementary schools, fairly successful but with slow uptake
      - The company: Finding new ways to perform (parking lot and radio while folks dance across the street in the DJD building) Drive in-performances due to full-window space.
    - Out of school students and adult programming has been all virtual
      - World has gotten smaller – easier to connect with people all over the world
      - Learned that taking/providing classes on-line is actually possible and amazing
- Helen Moore-Parkhouse from Calgary Arts Development
  - Arts sector demonstrating adapting capacity
  - More grants given out in 2020 than ever – volume has been huge. Been able to maintain funding
  - Involved in research projects about the arts in Calgary
  - Value partnerships, including CBE
  - Involved in helping getting arts workers back to work (Winter Blast)
  - Dinner and Dialogue series with the CBE, Reconciliatory goals
    - Switch online, artists did artistic responses – incredible and powerful
- What are we thinking of trying next year, future project ideas?

## BUDS

- Willow Park working with padlet idea with Wakefield. He and the students could perform – it widened the opportunity for students to be in dialogue with an artist – could increase the numbers (up to 60 students) in conversation with the artist. Provided the opportunity to work with global artists and make other contacts.
- <https://padlet.com/>
- CBE using Bandlad, music notation software, performance recording, sharing platforms
- Adam Bell, U of C, music tech. What’s interesting is that things like BandLab used to be quite niche and now it is commonplace. Skill level of students is rocketing up. Young students are increasing skills at a tremendous rate. No one is going to let go of this – may be challenging for more traditional programs as often this technology is seen in opposition to traditional music making, which it doesn’t need to be.
- Alex Link, AU Arts, thinking about student preparedness about students moving into post secondary. After having lived in a lockdown, how do students need to be helped as they move into university. Also for the future, how do we support student transitions

and preparedness for post secondary. How can we assist students in understanding what AU Arts offers.

- Was in a Dalhousie and Wilfred Laurier are adapting their entry requirements, they are focusing on “teachability” as opposed to specific skills
- AU Arts also considering this reality, students have missed opportunities and are working at home
- Clancy, music education highly impacted by pandemic, despite the amount of creativity that programs have done, students haven’t necessarily had the classes to enroll in. Impacts to junior high programs are impacting enrollment in high school. Music educators are saying that they will have Level 1 students in grades 7-11.
  - For students that haven’t had the opportunity, how likely are they to bounce into a discipline, or jump into artistic experiences when they have missed opportunities at critical stages (grades 7-10)?
- New Curriculum commentary
  - Alberta Music Advocacy release
  - Fine Arts Council of the ATA – subject-area specialists are working on their response and will be released, there will be a roundtable outreach from the ATA
  - Response in response and in consideration of Alberta Education’s own guidelines for curriculum
  - CBE completed a review of the draft for internal use
  - Postsecondary Deans of Education have created a website. Re-Dr. Carla Peck

## THORNS

- What is really challenging and concerning right now?
- CPO, knowing that we are missing a bunch of students, due to timing or lack of technology, out of all the happy things, there are students that we are missing
  - People who excelled in the tech excelled right away, those that did not have those skills, they were somewhat left behind
- DJD, missing human connection - not being able to bring students into the dance centre, example the partnership with the Discovering Choices students in the Beltline location, relationship severed right now, lacking connection
- Arts Commons, missing the human connection. Lacking any rubric or measure for success for programs right now. It is hard to know what the mark of success is during this time.
- Sir John Franklin, ACL – Junior high students that drop off when the school shifts to online, as we respond, more and more kids are disengaged. When they come back, we have to re-surface what it means to engage and connect in person.
  - Sharing out laptops and tech with families
  - There was a donor through EdMatters, that provided 30 Chromebooks, which is amazing, but we could use about 50 more
  - Mental health and wellness, gaps in socialization, regulation
  - Learning online is different that learning in person
  - Not having performances and camps, some of the heart and soul has been sucked out of the school in some ways

- Patricia, Let's Create an Opera went online and it worked. But when schools had to transition to at home learning, the production is impacted – what is the solution to this? The final show is important to the school and the students – if everything closes quickly, what could be shared?
  - o There are still ways to engage online, re- Brit's comment below
  - o Suggestion (ask students to take videos, still shots, record the songs in order to translate the raw footage into a product that can be shared)

Brit – shared this in the arts integration course – how to integrate the arts into different learning contexts. Decided to make the discussion board an arts-based provocation. Responses were posted and responded to through an art form. Students were fully-engaged and excited about a different, expressive and creative outlet that is different than the traditional “zoom” discussion or meeting. Seeing what they could create and share using materials from home was inspiring.

Students also figured out how to collaborate with each other. TikTok videos of research findings

Evan- sitting in front of a camera is not very creative, what other platforms did people use? Minecraft?

(Clancy) D2L, Jamboard, teachers are doing a pretty good job of the synchronous and asynchronous tasks – trying to move away from the all day screen, use of neighborhood. If we are using the screen to collaborate, what is the best bang for the buck/time. What is the best use of our time/energy?

Agenda for next meeting:

June 18, 2021

What should the work be for next year?