

# *Artist in Residence Program 2013-2014*

As we enter into our 20<sup>th</sup> year of offering grants to schools in the Vancouver School District through the Artist in Residence Program we have some exciting news.

This year the VSB Artist in Residence program received extra funding from a number of sources and so we are able to offer a total of 78 elementary and secondary classrooms the opportunity to work with an exceptional artist from the community. Firstly, we are grateful to the **BC Arts Council** for extra funding and to **ArtStarts In Schools** for administering this grant which will greatly supplement our program.

In addition, we have also received generous donations through the **Gordon Andrews Legacy**. These funds, established by Gordon's family, are in recognition of his lifelong commitment to providing students with rich learning experiences in the visual and performing arts. Gordon taught in the Vancouver School District for 33 years. He began teaching at Kitchener in 1965 and retired from Osler in 1998. Gordon passed away in December 2012. He was an avid art teacher and member of the Artists of Kerrisdale (<http://www.artistsofkerrisdale.com/gordon-andrews.html>). He wrote:

"In spite of many attempts at therapy, I was not able to stop painting; mostly pen-and-ink/watercolours of landscapes. During my 35 years of teaching elementary school children a great deal of art, I have often observed to myself, 'I would rather be doing this stuff than teaching it'. With this in mind, when I retired, 15 years ago, I took some courses and was delighted when asked to join the 'Artists of Kerrisdale'. I gave into the fever and abandoned searching for the cure."

Finally, the VSB has teamed up with the **Vancouver Biennale BIG IDEAS Education Program** this year to create some really exciting projects that foster cross-curricular learning, creative expression, transformative thinking, and social responsibility. The 2014 Cross-Curricular Challenge takes the BIG IDEAS curriculum unit plans to classrooms at all grade levels. The program is centered on the Vancouver Biennale 2014 – 2015 exhibition theme: ***Open Borders Crossroads Vancouver***.

We hope that you are as excited about these grants as we are and we are looking forward to receiving your applications.

Carolyn Sullivan

Coordinator, Artist in Residence Program

Peggy Bochun

Coordinator, District Fine Arts

# NOTES

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*“THE ARTS ARE THE SOUL OF EDUCATION”*

## **Vancouver Board of Education**

Learning Services  
1580 west Broadway  
Vancouver, BC V6J 5J8  
Fax: 604 713 5244

## **Artists in Residence 2013-14 for the Vancouver School Board**

\*\*\* Also a Biennale Artist

### **Dance**

Dhillon, Jessica  
Kuebler, Shay  
Kwan, Frankie  
Oleksiuk, Jen  
White-Wilkinson, Lorraine \*\*\*

### **Drama**

Allan, Patti  
Gonzalez-Risso, Kico  
McGregor, Chris  
Northrup, Sand  
Tulloch, Mandy \*\*\*

### **Music**

Berinbaum, Martin  
Bonnert, Julia  
Hodgins, Matthew  
Sichon, Boris  
Stroet, Will \*\*\*  
Trepp, John

### **Visual Arts**

Cinematheque, The  
Hendry, Anastasia  
Lisoway, Colette  
McCallum, Susan  
McIntyre, Julie  
Muir, MaryJane \*\*\*  
Polich, Todd  
Pugh, Valerie  
Schwartz, Phyllis  
Sullivan, Carolyn  
Whitehead, Jerry

# APPLICATION for AIR 2013-2014

**DEADLINE: Wednesday, November 27th, 2013 at 4:00pm sharp**

## Guidelines

- Air Grants are for one teacher and one classroom, unless course options state otherwise
- Only AIR artists ( listed on the page previous) can be selected for this grant
- Grant will be paid directly to the artist **only after you complete the payment form**
- Schools pay artists directly for materials and extra hours upon receipt of their invoice

Contact Teacher: \_\_\_\_\_

School Name: \_\_\_\_\_ School Phone: \_\_\_\_\_

Contact Teacher email: \_\_\_\_\_ Second Phone: \_\_\_\_\_

Grade Level: \_\_\_\_\_ Number of Students: \_\_\_\_\_

1. What artist have you chosen? \_\_\_\_\_

2. What month would you like the artist? \_\_\_\_\_

3. What are your preferred days and times for the residency? \_\_\_\_\_

4. What additional materials or costs do you anticipate? \_\_\_\_\_

5. Will this AIR grant be applied to a larger school project like a mural or school performance  
Yes \_\_\_\_\_ NO \_\_\_\_\_

6. Summarize the residency (25 words or less) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. Attach a one page (typed) description of the residency that explains why you chose it, and how it fits with your curriculum.

## Checklist:

- \_\_\_\_ School administrator has been informed
- \_\_\_\_ School has funding in place for projects that require materials or extra hours
- \_\_\_\_ One-page typed description is included with this application page
- \_\_\_\_ Your school is also applying for a Vancouver Biennale BIG IDEA GRANT

**Send to: Carolyn Sullivan, Coordinator of the Artist in Residence Program  
4th Floor, Learning Services, 1580 West Broadway, Vancouver, BC; Fax: (604) 713-5244**

## Murals and Other Extensions

Many schools request the artist's help to create interior and exterior murals which require additional funding by the school. Cost for murals depends on the size of the mural and the complexity of the design. (a 10ft. X 10ft. mural can take 24-60 hours) AIR grants can be used toward the cost of a mural. In the past, murals have been wonderful for the entire school, and this year we have artists who can help with large school collaborations.

Alternatives to murals painted for school walls and outdoor projects, we have artists who can help create ceramic tiles or photographic prints on fabric or huge button blankets that can be hung on the walls.

We also have artists who can contribute to a school performance in areas of choreography, music and drama. AIR grants can be applied to partially fund large school performance projects.

The cost of any materials, or artist fees exceeding the five sessions must be paid directly to the artist upon submission of an invoice by the school.

While teachers must be present during all projects, this becomes even more necessary with large scale projects involving more students who require supervision by a number of people. Parent participation is acceptable.

*“The Arts are an essential part of every child’s education because they are a manifestation of the creative potential that resides in each of us. Creativity must be encouraged and nurtured if children are to grow up to be inspired and visionary thinkers.”*

*Peggy Bochun  
Coordinator, District Fine Arts  
Vancouver Board of Education*

## Bollywood Dance

**Web Address:**

**Materials & Extra Costs:**

**Special Requests:** large open space , CD player or iPod stereo

## BIO

Jessica Dhillon grew up with a strong Bollywood influence in her home. Jessica studied in London in 2005 to take her training more seriously. There, she was able to train at the world renowned Pineapple Studios with the founder of Bollywood Grooves, Vandana Alimchandani. That same year, she had the occasion to experience “Bombay Dreams,” which has been one of her greatest inspirations to date. The production inspired her to pursue acting and to continue her passion for dance. When Jessica returned to Vancouver, she finished off her degree in Biology with a Minor in Commerce. All the while she was also the primary choreographer for the UBC Hindi dance team, for which she recruited members, critiqued and helped mould the team. Jessica’s credits also include recent opportunities to dance in films such as “Bollywood Beckons”.

## COURSE OPTIONS *Scheduling occurring over 5 sessions*

### **Bollywood Fusion**

**(K-12)**

Bollywood dance has now become a colossal trend, with Indian music playing all around the world. With Bollywood being one of the largest film producers of the world, it was bound to start influencing major artists such as Timbaland, Madonna, Craig David and the Pussycat Dolls.

This class will allow the students to become a part of this very trend with its fusion of Indian and Western dance including Bollywood and Hip Hop!

Jessica Dhillon will teach the basic Hindi movements to start off with and will work her way up to intermediate choreography so that students will be able to dance to almost any Bollywood song! Her progressive class will allow students of various dance skill levels to learn a completely new and diverse style of dance at a gradual steady pace. Her song selection will also vary from traditional Hindi to modern day Bollywood remixes!

**Extensions:** If the school is willing to add extra funding, additional time and classes can be added.

## Hip Hop, Body Rhythms, Choreography

**Web Address:** <http://www.shaykuebler.com>

**Materials & Extra Costs:**

**Special Requests:** large open space , CD player or iPod stereo

### BIO

Shay Kuebler is an independent choreographer, director and performer in Vancouver and Montreal. Along with being a co-artistic director of The 605 Collective, he has been a collaborator with a number of hip hop, tap and contemporary dance companies across Canada as well as being the producer and artistic director of his own creations and full-evening works. Shay's Tap, Hip Hop, and contemporary dance have led him to perform for many musicians and bands. He was also a soloist for the company Rukus and for the Rythmatix. His choreography has seen him create for the 25th anniversary West Beach Fashion show, International Dance Day in Vancouver, Dancing on the Edge Festival, "Romp" Festival in Victoria, International Dance Festival of Brazil, and New Works "Arts on the Street" for BC Day, BC Scene in Ottawa at the N.A.C., and for Music week in Toronto. He also has had the honor to choreograph an original work on Les Grands Ballet Canadiens. Shay has an impressive list of dancing for commercials and films. He has trained in Brazil and Tokyo in martial arts, traditional dance, and music.

### COURSE OPTIONS *Scheduling occurring over 5 sessions*

#### Hip Hop and Funk

(8-12)

This course will build from the fundamentals of hip hop and funk dance. Development in choreography, as well as freestyle/personal movement, will be developed through the techniques of popping, locking, house, break - dance, and commercial hip hop. This course will introduce hip hop dance as a form of personal expression and exploration, as well as focus on the physical techniques and abilities within different forms.

#### Stepping & Body Rhythms/ Body Percussion

(8-12)

Using the body as a tool for dance and music is at the core of this course. Learning rhythm and percussion through movement develops an understanding of how music and dance harmonize to create a sensorial tapestry. The movements and techniques in this course will be similar to "Stomp the yard" and the stage show "Stomp". Steps, stomps, claps, partnering, drumming, and body drumming will all be incorporated.

#### Dance, Rhythm, & Structure

(8-12)

Students will learn how to move in various techniques of dance: Hip hop, jazz, stepping, contemporary dance, capoeira, and theatre. They will then create combinations of these forms to develop unique and physical choreography, discover and develop new movement, and understand how to create choreographic structure.

#### Movement/Dance for Drama

(9-12)

This course will focus on the importance of representing emotion, intent, and meaning through physical form, as well as develop skills for learning choreography for fight scenes.

#### Choreography

(9-12)

For dance programs and theatre programs. Shay is trained in jazz, tap, ballet, contemporary, hip hop, and martial arts. He would be interested in setting work/choreography in many different forms of dance and movement: plays, stage shows, and dance performances.

**Extensions:** If the school is willing to add extra funding, additional time for full productions can be added on.



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## Latin and Rhythm Dance

**E-mail:** frankiekwanfaikit@yahoo.ca

**Materials & Extra Costs:** No additional costs

**Special Requests:** large open space, CD player or iPod stereo

### BIO

*C.D.T.A. Associate – Latin/Standard*

*I.S.T.D. Associate – Standard*

*International Standard/Latin Dance Instructor*

*American Smooth/Rhythm Dance Instructor*

Frankie is a professional dance instructor from Hong Kong and is certified both with the Imperial Society of Teacher of Dancing in England and Canadian Dance Teacher Association of B.C. Frankie has over 20 years of teaching experience in ballroom dancing. He has won many international Ballroom Championships throughout the years and with his students he has won first place many times.

Frankie has been awarded in recognition of outstanding accomplishment and commended as an Associate Member (Ballroom) by the C.D.T.A. Frankie is an “in demand teacher” at various community centers in the Lower Mainland. He is fluent in English and Cantonese, and can also get along well with Mandarin.

### COURSE OPTIONS *Scheduling occurring over 5 sessions*

#### Latino dance exercises (with no partner)

(7-12)

Best suited for classrooms where the students wish to have no partners.

Dance exercises would be taught and choreographed to a basic routine. Exercises could include: Cha-cha, Rumba, Jive and Tango steps.

#### Latino and ballroom dances (with a partner)

(7-12)

Best suited for classes that wish to learn a short choreographed dance with a partner.

Frankie can instruct on the male (lead) and female steps.

Schools may choose from the various Latin dances that will include: Cha-Cha, Rumba, Jive or Samba, Waltz, and Tango.

**Extensions:** Additional time can be added for choreograph of school productions.

## Hip Hop, Swing, Character, Choreography

**Facebook:** <https://www.facebook.com/jen.oleksiuk>

### Materials & Extra Costs:

**Special Requests:** Clothes to move in, large open space, stereo with ipod/computer attachment cord

### BIO

Vancouver BC born and raised, Jen Oleksiuk, has trained, taught and traveled all over the world to establish herself as a top choreographer, dancer and instructor. Over the last decade, Jen has become known for her creative choreography, versatile style, and also her outgoing, genuine personality. Her style as a teacher is diverse, energetic and passionate; focusing on individual style and personality in performance while balancing a good challenge and a good sense of humor. Jen's choreography and dance credits include working with artists such as, Lady Sovereign, K-OS and Moka Only. She has also worked in commercials for Coca Cola and Kensie Girl, the television shows "Psych", "The L Word", "Eureka" and "Hellcats", and movies, "Percy Jackson", "Another Cinderella Story", "Kickin It Old Skool", "White Chicks" and more!

## COURSE OPTIONS *Scheduling occurring over 5 sessions*

### Swing/Lindy Hop (partnering) (4-12)

In this class students will be taught how to dance with someone else, while rotating dance partners continually throughout the class. They will learn the basic fundamentals used for all partner dances as well as basic footwork and moves used back in the 1920's that have progressed and grown into today's movements and dance styles like break dancing, street dance and funk. NOTE: Partners of the opposite sex are not required.

### Hip Hop (4-12)

Learning how to find personal style and individuality through movement and expression is the main focus of this class. The use of choreography, grooving and simple but effective exercises will help teach/encourage students how to be more confident and comfortable with putting their personality into movement.

### Grooving/ Freestyle

Choreography free, this class focuses more on learning how to hear "your" music and make clear effective choices that still feel free and honest by using musicality drills, floor exercises and character techniques. NOTE: This is a great class for more outgoing students.

### Character Movement (4-12)

Run more like a physical drama class, Character Movement allows students the opportunity and freedom to play, discover and connect their emotional selves to their physical selves. Using various creative exercises the students will have the chance to explore and learn to understand what it means to involve subtext and motivation/purpose behind movement, while bringing an idea, feeling and character to life. NOTE: This is program is excellent for theatre/drama classes.

### Choreography (4-12)

Students learn how to put the pieces of the puzzle together and understand the various levels and facets that go into making a choreographed dance number. They will learn how to break down a song into musical preference, intention and mood, learn techniques for spacing and positioning and also how to direct and communicate a vision. Normally students will be separated into small groups to apply and practice these skills.

### Extensions:

## Creative Dance & Curriculum Integration, Choreography

Email: [lwa34@sfu.ca](mailto:lwa34@sfu.ca)

Phone number : 778-840-2531

### Materials & Extra Costs:

**Special Requests:** large open space , CD player or iPod stereo

## BIO

With a BA Honours degree in Dance, an MA in Arts Education, and over 25 years teaching experience, Lorraine is an Arts Integration Specialist. She has dance teacher training from both York University as well as the University of Utah and has presented at numerous conferences at SFU and UBC. A passionate and sensitive teacher, she teaches dance as an artistic expression, as an alternative form of literacy, as well as a venue for experiencing social and emotional learning. Her current research interests include articulating and engaging embodied knowledge as well as the connection between mindfulness and creative expression. Lorraine teaches independently, as well as for Arts Umbrella, as an artist collaborator for the Vancouver Biennale, and has had the honour of teaching at over 25 schools as an artist in residence for the Vancouver School Board.

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## COURSE OPTIONS *Scheduling occurring over 5 sessions*

### Creative Dance & Curriculum Integration

(K – 12)

Lorraine's approach to teaching takes dance out of the typical studio situation and makes it accessible to students of all abilities.

Her expertise in linking classroom subjects with dance experiences results in a creative approach to learning that involves the child as a whole. The focus of the classes are to reconnect learning *with* and *through* the body, opening opportunities for alternative understandings of subject matter, while promoting respect, celebrating individuality, and strengthening community.

Lorraine discusses with the teacher the subjects and current themes students are working on in class.

Using this information as a springboard for imagery and structure, she creates classes exploring the basic elements of dance and takes the students through a variety of exercises and dance games to increase their comfort zone for using the body for expressive purposes.

Through use of imagery and a layering of dance elements, students are guided towards exploring

and understanding curriculum concepts in an embodied fashion within an environment where creative expression is supported.

Through exploration and practice, students develop short dance sequences which can then be linked together, creating a longer dance piece. In the end, dancers will be able to 'show' what they 'understand' – and 'understand' what they 'show'. An informal presentation is optional.

### Choreography

(K – 7)

Lorraine has substantial experience helping out school performances by enhancing their productions with choreography. She works by alternating specific movements and formations with a more collaborative approach when creating dance pieces. This teacher-student collaboration format encourages dancers to become fully involved in the creative process and takes them to a place of ownership of the choreography. Lorraine is also available to oversee productions and offer directions in spacing and flow of performances.

**Extensions:** If the school is willing to add extra funding additional time for full productions can be added on.

## Playbuilding for Elementary and Alternative Classes

**Web Address:**

**Materials & Extra Costs:**

**Special Requests:** Clothing suitable for movement, no jewelry & proper footwear.

### BIO

Patti is a Graduate of the SFU School for the Contemporary Arts theatre program. She is a former Elementary School teacher, and is committed to theatre in education. She teaches first year theatre at SFU, and continues to direct children's theatre throughout B.C., as well as perform on radio, doing cartoon voiceovers, theatre, film and TV in Vancouver and across the country. She has conducted numerous theatre workshops for children, teachers and adults alike, and adjudicates theatre festivals throughout B.C. Patti is the recipient of 4 Jessie Richardson awards and multiple nominations for her acting work. Patti is passionate about introducing the myriad of merits, possibilities, excitement and accessibility of theatre to teachers and students through play building in the classroom.

### COURSE OPTIONS *Scheduling occurring over 5 sessions*

#### Playbuilding

(K-7)

In this program students will create a play (Playbuilding), wherein the topics are derived directly from the students' ideas, themes and writings. The process involves the entire class at all times, and gives students a voice both individually and collectively in their creation.

The topic may be chosen by the students in conjunction with the teacher or the teacher may decide that he/she is interested in a curriculum idea or issue of concern which we can examine within the medium of play building. Within the structure of play building, students will explore improvisation, voice work, movement, character work and ensemble (group) development.

Students explore their ideas and learn about dramatic forms in which to express and present them. Play building develops and improves acting skills, vocal and movement techniques and builds self confidence and self and group awareness. Play building also engages young people in creative and critical thinking and creating together.

#### Playbuilding for Alternative classes (Alt.)

Students will create a play (Playbuilding) about their stories, their issues of interest or their concerns. The process of creating the play is much like the other write up.

Drama /Playbuilding helps students to build communication and social skills overall. Also involvement in performance has shown to improve students' self-esteem and their confidence.

**Extensions:** If the school is willing to add extra funding, a fuller more in depth play can be developed.

# KICO GONZALEZ-RISSE

Alternative  
9-12

## Farce, Stage Fundamentals, Writing for the Stage

**Web Address:** [www3.telus.net/kigori](http://www3.telus.net/kigori) **email:** [kigori@telus.net](mailto:kigori@telus.net) **cell** (604) 876-0302

**Materials & Extra Costs:** Photocopying

**Special Requests:**

### BIO

A playwright, director and librettist, Kico has had his plays produced at various theatres, including The Arts Club, Richmond Gateway Theatre, Calgary's Lunchbox Theatre, Calgary Opera Association, Lancaster Opera, The Cleveland Institute of Music and the United Solo Festival in New York. Among his professionally produced plays are Wonderville, Sleepwalker, Inspector Sly's Second-to-Last Case, Phoning it in (for CBC Radio Drama), Inquisition, Voodoo and A Score to Settle. His English version of The Magic Flute was broadcasted on CBC's Saturday Afternoon at the Opera. With composer Cameron Wilson, Kico wrote Supernatural Noir, a film noir style opera which premiered in Vancouver in 2011. His latest work is a chamber opera with composer Neil Weisensel titled "Secret Service". Produced by Fugue Theatre, it premiered in the fall of 2013 on Granville Island.

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### COURSE OPTIONS- *scheduling occurring over 5 sessions*

#### FARCE

(9-12)

FARCE will give an overview of one of the most difficult of theatre styles - the classic farce – great training for young actors.

*Part 1: WHAT'S SO FUNNY?* A look at the different styles and demands of comedy – including musical comedy. An examination of the written structure of classical farce.

*Part 2: FARCE ON ITS FEET.* Working with character objectives. Timing. Creating complications. Physical elements of Comedy.

#### Stage Production

(9-12)

We will deal with planning and trouble-shooting a play or musical - from first reading to Opening Night - with tips on directing. The workshop will cover: choosing the material & breaking down the script, creating a budget, the roles of production team members, making a rehearsal schedule, working with your designers, and preparing the technical details of your production.

#### Writing for the Stage

(9-12)

This workshop will introduce the fundamentals of writing for stage: creating roles for actors, writing dramatic dialogue, making a script "director-proof", and the technical aspects of playwriting. Students will also learn about the differences between writing for stage, television and film, as well as writing the "book" for musicals. A key element will be a look at "objectives" which is the cornerstone of all drama.

**Extensions:** If the school is willing to add extra funding, a fuller more in depth play can be developed.

## Creative Drama ,Writing and Rehearsing

**Email:** mcgreg47@telus.net

**Materials & Extra Costs:** Photocopying

**Special Requests:** Clothing and shoes suitable for movement, no jewelry. An open area will be necessary space to move around and large enough to break up into smaller groups.

### BIO

Chris is a graduate of Bishop’s University with a B.A. in Drama and the University of British Columbia with a Masters in Theatre (Directing). Chris teaches acting at the University of British Columbia, and has taught drama to young people of all ages for the past 25 years. He’s taught at Arts Umbrella, the Shadbolt Centre, Carousel Theatre and at the very popular summer musical theatre program Gotta Sing! Gotta Dance! Chris is the recipient of 3 Jessie Richardson theatre awards and several nominations for his work as a performer, director and writer. For the past three season Chris has directed musicals at the Gateway Theatre including: *The Sound of Music*, *Fiddler on the Roof* and *The King and I*. Chris brings a lot of enthusiasm, energy and a wide variety of theatre techniques to every project he works on.

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### COURSE OPTIONS- *scheduling occurring over 5 sessions*

#### Creative Drama

(K-7)

In this program students will choose a story from the Brothers Grimm or Hans Christian Andersen and create their own version from one of their classic tales. Students will break into smaller groups to explore and discuss themes, character, relationship, and story structure. Each group will then create their own version and present it to the rest of the group. With suggestions and direction from the instructor, the students will each take the responsibility to develop a script with strong characters, a clear story and lots of action and movement. Students will explore improvisation, voice and movement, character development and play structure. By presenting their plays to the group students will have a better understanding of direction, stage presence, concentration, team work and building their own confidence.

#### Writing and Rehearsing

(8-12)

Using a variety of writing techniques, students will write their own two minute monologue. Students will explore character, story, theme, action, vocal techniques, stage presence and the confidence to stand up there alone. Later in the session the instructor will divide the group into pairs or groups of three to work on scenes, focusing on themes particular to young people. Rehearsing from Canadian scripts, See-Saw, Mirror Game, Little Sister, Secrets, Night Light and Showdown for example, students will learn what it takes to do a scene breakdown, find action “verbs,” develop a character based on what they have to offer, and figure out how movement and blocking help tell the story.

**Extensions:** If the school is willing to add extra funding, a fuller more in depth play can be developed.

## Circus Arts Cirque ( French and English )

**Web Address:** www.sandnorthrup.com **E-mail:** sandnorthrup@gmail.com

**Materials & Extra Costs:** : Deposit and rental for equipment kit (optional) \$100-\$200

**Special Requests:** : Gym, studio or equivalent large open space, gym mats

### BIO

Sand Northrup, One Woman Circus, is a veteran children’s educator and entertainer with unflagging enthusiasm for circus arts. Sand ran away with the circus in Quebec City in the 1980s and studied juggling, unicycling, acrobatics, clowning and mime. She has written and performed solo, duo and troupe shows in French and English across Canada. While performing regularly, Sand has built a reputation as an outstanding teacher, mentor and role model in schools across BC and AB. She currently instructs in schools and circus camps and collaborates on numerous social projects such as Jumpstart After School Circus Sports (City of Burnaby), Green Fool’s Social Circus Camp (Calgary) and Hands On New Circus (Maple Ridge). Sand also runs the therapeutic clown program at BC Children’s and Sunny Hill Hospitals.

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## COURSE OPTIONS *Scheduling occurring over 5 sessions*

### Intro to Circus Arts (ICA)

(5-12)

We will explore numerous physical skills from easiest (object balancing, manipulation and juggling) to most challenging (unicycle, equilibristic and acrobatics in groups) with an emphasis on concentration, self-discipline, focused practice and physical success through individual and collective effort. Using circus skills acquisition as a vehicle to promote self confidence in a non-competitive atmosphere, this program teaches students the value of personal engagement in learning and how to become a better learner. Program offered in French, English or both.

### Circus Arts to Stage(CATS)

(5-12)

This program offers circus arts instruction with an emphasis on performance skills. Introductory sessions will focus on developing new physical skills and on building simple circus routines in duos, trios and larger groups. The course will culminate in a student presentation with potential for larger collaboration with drama, physical education or arts related projects at schools. Offered in French, English or both.

### Cirque Français (CF)

(K-12)

This course promotes engaged, hands-on, fun second language learning using juggling instruction and object manipulation to introduce new vocabulary and physical skills to Francophiles at any level. Designed to make French a living language for Anglophone or immersion students, initial sessions will involve learning the names of objects and the verbs that demonstrate how they can be juggled, balanced and eventually mastered for presentation to others. Offered in French or bilingual.

Extensions: Additional workshops for performance development (CATS only).

## Drama for: Storytelling, Culture Awareness & Bullying

**Web Address:** www.abcletsact.com **E-mail:** mauikool@aol.com

**Materials & Extra Costs:** Only applicable if residency is to include additional classes

**Special Requests:** Clothing suitable for movement - Open space to move around in

### BIO

Mandy Tulloch attended stage school in London, England where she appeared on stage, screen and television. She has appeared in feature movies and plays for stage and television as well as being a regular on BBC television working with the likes of Sir John Gielgud, Robert Hardy, Joss Ackland, Nicolas Cage, Nicole Kidman and many more. With over 100 commercial credits in her portfolio and having learned her craft at an early age, she uses this extensive learning curve to communicate the fundamentals to her young students. Her voice over work has taken place in Europe and North America for animation, television and film. Mandy wrote, directed and produced a series of productions with a focus on cross cultural awareness and education. Her Cinderella series won an award for "Excellence in Education Initiative". Recently Mandy wrote, directed and co-produced "The Bullying Games" which has received many accolades. She has been a performing arts teacher for many years and is currently the Managing Artist Director for ABC Lets Act. Mandy was recently selected as one of the 75 finalists for the 2013 RBC Top 25 Canadian Immigrants Award.

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### COURSE OPTIONS *Scheduling occurring over 5 sessions*

#### **Story Telling through Drama (1 – 12)**

Establish techniques that bring fun and spontaneity to acting exercises. Encourage team building and introduce techniques for brainstorming and story boarding. Develop projection, articulation and annunciation.

The students build on an age appropriate story and bring their ideas and creativity to life. The story can be about something they are working on currently in class or can be an age old fairy tale.

#### **Multi Cultural Awareness Series (1 – 6)**

From the award winning Cinderella Series which won the Excellence in Education Initiative, choose from China, First Nations, Korea, Spain, Russia, Persia, Japan, India and "AI - The Future" as we explore the rich cultural backgrounds. Or take an exotic trip to the beautiful Hawaiian Islands to learn about their culture, language and their own unique way of storytelling. Working from a script, the students will create a small production using team work, stage blocking and projection while learning about a different culture.

#### **Bullying and The Cyber Connection (2 – 6)**

What is bullying? Who are the bullies? Where do they come from? How can we do something?

Using acting games and exercises, the students write their own scripts on the issues and explore ways to deal with it. They must work together to create the character of "The bully"... Who is he/she? Why is she/he bullying? How can bystanders help? Who can you go to if you see bullying? Can one person make a difference?

#### **Bullying and The Cyber Connection (7 – 12)**

Bullying takes on many forms. Working in a safe and controlled environment, the students are guided through a series of acting exercises looking at the different types of bullying. They will be using scenes from the scripts of "The Bullying Games" and "The Bullying Connection" to act out and develop. The class will dialogue together after each presentation looking at both sides of the bullying issue and develop ways to "Do something".

**Extensions:** Mandy is available to write, direct, co-produce a full production by adapting one of her scripts from the Cinderella Series or Bullying to suit the age, culture and specific needs of the school.



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## Wind Ensemble

**Email:** mpberinbaum@shaw.ca

**Materials & Extra Costs:**

**Special Requests:**

### BIO

Martin Berinbaum is a Julliard graduate, was a trumpet soloist at Carnegie Recital Hall, and is the longest serving band director in UBC's history (1976-2009). He is active as a band conductor and clinician and as a trumpet soloist and clinician. He has performed as a soloist with over 75 orchestras and bands around the world including the Los Angeles Philharmonic, National Arts Center Orchestra of Ottawa, Vancouver Symphony, and many more.

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## COURSE OPTIONS *Scheduling occurring over 5 sessions*

### Wind Ensemble Program (8 – 12)

As a teacher and performer with over 40 years professional experience, Professor Berinbaum will focus his time with practical concepts on improving ensemble balance, intonation, and tone quality. Concepts such as section balance and section tone quality will be explored. Within the parameters of the ensemble performance level of the students, and the level of the repertory being prepared, Professor Berinbaum will help the ensemble to sound better by helping them to develop critical listening skills and professional level goals. Ensemble and individual articulation will be addressed. Practical drills and guidance in ensemble intonation will be given. Concepts of “good ensemble citizenship” and preparation for live performance will be addressed. Students will hear from yet another professional that correct

posture, punctuality, preparedness and concentration are all factors that go into good ensemble performances.

Professor Berinbaum will consult with the teacher on practical applications of conducting skills that can help develop better and “tighter” ensembles. He will consult with the teacher on the appropriateness of the repertory chosen to perform and make practical suggestions on music that could be effectively performed given the realities of limited instrumentation.

Every effort will be made to present the material in a positive and musical manner keeping in mind the level and experience of the students.

**Extensions:**

## Storytelling with music

Web Address:

Materials & Extra Costs:

Special Requests:

### BIO

Julia Bonnett [soprano] is a versatile and charismatic performer. She has performed roles for the Seattle Opera, Tacoma Opera, Burnaby Lyric Opera, and Vancouver Opera. In concert, she has sung with the Vancouver Symphony, the Vancouver Bach Choir, The Turning Point Ensemble, Vetta Chamber Music and the Little Chamber Music Series That Could. Julia's various musical activities have included performing with Vancouver's World Beat Band Olam, *Shakespeare at the Opera* for the Banff Arts Festival, and in the role of Anna in Theatre Under the Stars' production of *The King and I*. Julia has been heard in recitals on CBC Radio's *West Coast Performance* and on CBC TV's *Opening Night* with Vancouver's Hard Rubber Orchestra. More recently, Julia has been singing with the Vancouver Opera Chorus, and performing with the Health Arts Society which provides concerts for seniors and others in care. She teaches privately and works to encourage the musical world of her two children aged 8 and 4. Two years spent touring BC with Vancouver Opera in the Schools left Julia with a vivid impression of how music drama can engage children. With this as inspiration, her interest is in helping kids build upon their natural curiosity about music, and help them continue to nurture their creative spirit.

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## COURSE OPTIONS *Scheduling occurring over 5 sessions weekly.*

### Tell a story with music (K-3)

What does music do in our lives? What makes music...music? These are some of the questions we will try to answer as we learn how to tell a story with our bodies, imaginations and a little inspiration from Camille Saint Saens' famous composition, *Carnival of the Animals*. Using games, improvisation, dance and the sounds we can make with our voices, hands and a few everyday things, we will create musical stories for a few of the animals that populate the Carnival. Each class will consist of a warm-up, a short discussion of a function of music in society, and the creation of a musical scenario based on that function (eg. a wedding, a parade, a lullaby, etc.) Going on the premise that necessity is the mother of invention (and creativity), supplies for the music and sound effects will be "found" objects from the classroom (based on a prior consultation with the teacher).

Extensions:

# Matthew Hodgins

Alternative  
K-12

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## Contemporary 'Groove' Drumming Workshops

**Web Address:** www.Drumming-Solutions.com **Email:** drummingsolutions@gmail.com

**Materials & Extra Costs:** (\$90WSE), (\$125CGR) Drum rental, \$65/hr. for additional classes

**Special Requests:** Approximately 25 ft by 25 ft of clear space ideally for the whole duration of the Drumming Sessions; and a reasonable range of chairs.

### BIO

Matthew Hodgins is a Canadian Percussionist and a past classroom teacher who, for 12 years, taught & performed extensively in London, Bristol, and the South West Counties of England. Both in practice and in research, Matthew has developed truly thrilling classroom lessons which will blend music, voices, basic numeracy and body kinesthetic that also include – a valuable set of drums. Matthew has had a long list of customers, and he will tailor this service to your specifications. He is interested in supporting and contributing to B.C. Schools, and he is “very flexible when working with a school”. Don’t hesitate to call -- all enquiries are welcome!!

## COURSE OPTIONS *Scheduling ( see below)*

**Whole School Drumming (WSE) (K-7)**  
(1.5 days: 1 Core Class & 5-6 other classes)

WSE is an enriched opportunity for students to create, communicate, perform, and respond to musical art. WSE will deliver a properly sized djembe drum to every classroom student and teach basic drumming skills within percussive routines. The sessions culminate with a range of in class-performances. Beautifully layered rhythm-parts are quickly orchestrated to age and ability. Schools also receive: start to finish planning; and enough drums - for any school anywhere! Mr. Hodgins works for 70 mins with one class. That class and instructor then immediately present their work to the school during an assembly. After this compelling performance, Matthew explains to the whole school audience that “tomorrow you ALL will be learning drums at school”. A GRAND applause ensues!

Then from first lesson to day end [or as adapted by school] each class attends an accredited classroom drumming lesson, and because students witnessed the performance they are ready to try & learn.

**Core Group Residency (CGR) (1-12)**  
( 5 sessions)

This CGR is the reiterative opportunity for students to create, perform, etc., and to also make deeper discoveries about themselves and their environment. CGR offers 5 drumming sessions for one class. This option will give students regular access to a very valuable and musical set of drums!! The CGR delivers a profound drumming experience! As children *return* to their drums and their rehearsal setting, they will: gain more confidence; retain more music; and reach a further point of skill progression. Over years of development, Matthew has crafted a succession of specialist percussion music lessons - designed for B.C. school classes. He will work collaboratively and collegially with classroom teachers. He invites feedback, and will adjust plans based on the student audience.

**Extensions:** Artwork, Video and Descriptive Writing or a “CGR” that follows a “WSE”.

## World Music, Recycled Instruments

**Web Address:** [www.sichon.com](http://www.sichon.com)

**Materials & Extra Costs:** \$100.00 extra, Instrument Rentals (the school pays directly to Boris.)

### Special Requests:

### BIO

Boris Sichon, is an internationally reknown musician and performer. Born and raised in the Ukraine, he finished Musical High School in the study of percussion instruments. Boris came to Canada in 2004 and he began performing right away, leading workshops, participating in Festivals (Vancouver Folk Fest, Comox Music Fest, Vancouver Island Folk Fest, Edmonton Folk Fest and etc), and playing solo as well as with Yungchen Lhamo, Jerry Douglas, Pavlo, Uzume Taiko, and others. He has also written music for theatre that was nominated by The JESSIES for out- standing Sound Design/Original Composition in the small Theatre Category with Helen's Necklace, Pi Theatre. Boris is the owner of a unique collection of ethnic musical instruments he has compiled traveling around the globe. His collection now comprises over 200 rare and unique musical instruments. A comprehensive list in the collection can be found on his website.

## COURSE OPTIONS Scheduling – see below

### Rhythm Fest Project ONE DAY WORKSHOP

(K-7)

This is a one day residency for a maximum of 4 classes. Students will be introduced to Boris' international musical collection allowing them to hear the various sounds and tones as they are introduced to the instruments. Each class would have a 45 minute session with Boris, where they are introduced to various disciplines of rhythm with all his instruments. In the afternoon the 4 classes would reconvene for a mini performance showcasing what they collectively learned in the morning workshops.

### Playing the Bones

(K-7)

*1 Class of 30 students, 2.5 hrs. over two days*

Students will learn about the various instruments in Boris' collection. They will learn about the musical instrument sounds, origins and geography. Students will then have the opportunity to play these instruments as they learn rhythm and body drumming.

### Recycled Musical Instruments

(K-7)

*1 Class of 30 students, 2.5 hrs. over two days*

Students will be introduced to Boris' international musical collection, allowing them to hear the various sounds and tones.

Exposure to these instruments will then spark some creative imagination for the students to create their own instruments from recycled materials, such as plastic bottles, cans, and natural elements like bones, stones and wood.

**Extensions:** Boris can do a school wide performance.

## Song Writing ( French or English )

**Web Address:** www.willmusic.ca **Email:** will@willmusic.ca

**Materials & Extra Costs:** only applicable if residency is to include additional classes

**Special Requests:** Will Stroet, would need a projector or smartboard to share lyrics.

### BIO

Will Stroet, an award-winning bilingual children’s musician and educator, connects with kids through high-energy, interactive and educational music in English and French. Will sings original songs about literacy, animals, sports, road safety and multiculturalism, transforming ordinary topics into an extraordinary musical experience. Will has performed his highly entertaining show to enthusiastic young audiences at hundreds of major festivals, schools and theatres across Canada. Will has released seven albums of original music, which have garnered national recognition. He received a 2011 Kids Music Award, a 2011 West Coast Songwriters Award, approval from the Parents’ Choice Awards, and nominations from the Western Canadian Music Awards, the Canadian Independent Music Awards and Canadian Folk Music Awards. Will’s music is also featured on Putumayo’s compilation, “Kids World Party.” Will is also part of B.C.’s ArtStarts in Schools and now has a series airing on CBC for young children called “Will’s Jams” which features some of his favourite songs.

## COURSE OPTIONS *Scheduling occurring over 2 days within a week*

### Song Writing

(K – 7)

By the end of the day the song will be written and we will have had the chance to begin practicing it.

#### Day 1 - Morning

The residency begins with Will drawing on a couple songs from his own catalogue to teach students about the different elements of a song (chorus, verse, melody, rhythm, musical style, theme...). The class will then do some activities with Will to begin the process of creating their own song. Will can coach the students through a number of steps in the creation of the song. They will begin with the theme then start by composing the chorus.

#### Day 2 – Morning pre-recess

We will begin the day with a recap of our song and a couple sing throughs. Next, we will discuss performance and techniques for making a performance special and memorable. We will take some of those ideas and rehearse our song again.

#### Day 1 - Afternoon

Quick recap from the morning session. We will then begin work on the verses. (The rhythm and melody of the song will be original if Will is working with intermediate students, or taken from a familiar one if working with primaries.)

#### Day 2 – Morning pre-lunch:

Final dress rehearsal and performance for school. The performance will begin with a description of what we’ve been doing over the week. This will be followed by a performance of a couple songs by Will and then the show culminates with the performance of the class who has participated in the residency.

**Extensions:** The school can book a live performance by Will Stroet and the Backyard Band. This show is excellent for all elementary grades and would be a perfect follow up to a residency with Will Stroet.

## Chamber, Concert or Jazz

Artist contact: jtrepp@telus.net

Materials & Extra Costs:

Special Requests:

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### BIO

John M. Trepp, former choral director at Magee Secondary School, spent 30 years conducting choirs that earned provincial, national and international acclaim under his tutelage. Trepp earned several degrees in choral music, and credits the great Robert Shaw as his most influential model. Coming from Hal Leonard Publishing Corp., where he served as the Senior Choral Editor, Trepp established choral departments for Northwest Music, Ward Music and Tom Lee Music in Vancouver. In 1993 John was awarded the Outstanding Teacher of the Year by the BCMEA. He conducted the BCMEA Honour Choir, first in 1997 and then again in 2008. The BCCF honoured him with their Willan Award in 2010 for outstanding contributions to choral singing in Canada, and in that same year, Trepp formed and directed an All-District Honour Choir that performed at a variety of events and public gatherings including at the 2010 Vancouver Olympics. Known to his colleagues as JT, "Papa Trepp" still serves as an Advisory Council Member to the Rocky Mountain Music Festival in Banff, spends substantial time as choral clinician in Sask., and addresses and mentors teachers and students through festivals, clinics, retreats and workshops.

## COURSE OPTIONS *Scheduling occurring over 5 sessions*

### Chamber, Concert or Jazz Choir (8-12)

Trepp's goal would be to advise directors / singers with some concepts of proper vocal production, using exercises, graphics, gestures and concepts that will give young singers an awareness of how to establish and enhance good tone.

He will work to demonstrate and instruct choirs with the use of vocal exercises that most effectively get efficient results.

Once a good sound has been established that young singers can respond to with their director, music literature that will strengthen those sounds will be introduced. Most choral teachers will want an effective routine for developing good sound. These clinics will help teachers to develop such a routine.

He can also advise on other aspects of performance such as deportment, stage presence, and connection with the music and audience.

Extensions: Trepp is able to do retreats.

# The Cinémathèque

Alternative  
4-12

## Media Literacy and Digital Filmmaking

**Web :** <http://education.thecinematheque.ca/>

**Materials & Extra Costs:** Optional Digital Filmmaking Supplies (props, costumes, etc.)

**Special Requests:** Teacher Preparation in advance of Digital Filmmaking program, Scheduling occurring on either one full day or two half-days.

### BIO

The Cinémathèque, established as a non-profit film society almost four decades ago, has one of the most active Education Departments of any film organization in North America. Since 1995, the Cinémathèque's Education Department has been working with teachers, youth, and the broader community, providing a range of media education and video production programs designed to support media literacy in film lovers of all ages. Expert artist facilitators guide hands-on workshops in-class, engaging youth in critical thinking and providing opportunities for students and teachers to become fluent in the language of cinema.

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## COURSE OPTIONS *Scheduling occurring over 5 sessions*

### Digital Filmmaking

(4-12)

The Cinémathèque's award-winning digital filmmaking program offers teachers an exciting, engaging, and educational video production program customized to suit the skill level and interest of each class. Mentored by an expert artist facilitator, students produce creative and unique work, learning to think critically and contribute meaningful and responsible media to the world around them. A Mobile Media Lab including cameras, sound recording equipment, and editing stations are all included; teachers need only to decide on a subject for their video, schedule (full-day or half-days), and technical focus for the residency. These include:

- Digital Filmmaking Overview: How to tell a story in 6 shots or less
  - Visual Storytelling and Scriptwriting
- Advanced Technical Development: Camera, Lighting, Sound, or Editing.

### Media Literacy

(4-12)

The Cinémathèque's challenging and captivating media literacy workshops develop students' understanding of the media-saturated world around them, developing critical thinking skills and an understanding of the powerful multi-media language, and culminate in a visual or multi-media art project. Led by a Media Literacy specialist, workshops can be custom-designed to suit specific curriculum, or teachers can choose from the following sample topics:

- Consciousness in Consumer Society
- Creativity, Meet Conglomerate
- Politics and Pop Culture

**Extensions** VSB Artist-in-Residence grants may also be used to partially fund longer residencies in which students can complete short videos or intensive media literacy units. Supplemental workshops cost between \$150 for an additional 1.5 hour session to \$2500 for a full-week intensive.

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# Anastasia Henry

Alternative  
K-12

## Artist medium

Web Address:

Materials & Extra Costs: Projects individually priced. See Below

Special Requests:

### BIO

Anastasia is a member of the Haida First Nation, born in the village of Old Masset on the beautiful territory known as Haida Gwaii. She lived on traditional Coast Salish territory for most of her life. The creative works evident in nature in British Columbia are a continual source of inspiration to her. Anastasia's environment, surroundings, culture and traditions are very important to her as an artist and she strives to expand her artistic horizons beyond the traditional forms. The traditional and modern works she creates are an attempt to diversify the observer's perceptions of North West Coast art, and to help observers understand that North West Coast art is continually evolving. She has been an art educator for 20 years, working in schools to increase and elaborate on First Nations knowledge.

## COURSE OPTIONS *Scheduling occurring over 5 sessions*

### Native Crafts

(K-12)

Every visit to your classroom will be filled with First nation's etiquette & protocol. Transfer of knowledge is a thread that runs the course of each classroom visit. Each day she will bring different artifacts, regalia, instruments and music to enhance learning.

Games:

Stick Dice \$2/student

Kutnasso \$4.50/student

Shell game \$ 4/student

Mini Button Blanket \$4.50/student

Large Button Blanket \$100 for materials

North West Coast directed drawing created on a mini hide \$6/student

Wool weaving \$2.50/student

Bone beaded jewelry \$3.50-\$7.50/student

Deerskin pouches: \$4.50/student

Mini rawhide shield: \$5.50/student

Talking stick: \$3.00/student

Feast: \$40/session (1.5 hours, sample traditional First Nations food: smoked salmon, sea weed, dried berries, bannock, soapberries)

Extensions:

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## Repurposed Textile Art/Recycled Sculpture

**Web Address:** www.colettelisoway.com **Email:** colettelisoway@gmail.com

**Materials & Extra Costs:** \$50.00 - Supplementary materials cost  
*Additional costs may vary depending on project.*

### Special Requests:

### BIO

Colette is a freelance community artist and a visual art instructor with Continuing Education at Capilano University and ArtStarts' Artists in the Classroom. She has collaboratively facilitated workshops and community art installations at Richmond Maritime Festival, A Midsummer Fête and All Souls at Mountain View Cemetery and has volunteered with Public Dreams for Parade of Lost Souls. Colette is an exhibiting artist whose current studio practice employs photography, digital imagery, mixed media and printmaking on cloth. She has a Bachelor of Fine Arts Degree from Nova Scotia College of Art and Design and a Textile Arts Certificate from Capilano University. Colette collaborates with teachers to develop projects tailored to their students and curriculum. She is excited to introduce students to new means for communication, creative expression and relationship building.

## COURSE OPTIONS *Scheduling occurring over 5 sessions*

### Recycled Textiles: (K-12) Clothes & Cloth As Canvas

Working with plant and natural materials, students will be introduced to a variety of natural and low impact dyeing and surface design techniques. Students will deconstruct personal garments, reclaimed fabrics and industry offcuts to create individual or group repurposed cloth canvases. Options can include but are not limited to:

- Rust and natural dyes
- Transfer printing and bundle dyeing with flowers and plants.
- Drawing and painting on repurposed canvases
- Textile collage
- Stitching and surface embellishment
- Kool-Aid dyeing

\*Materials and tools will be adjusted to suit ages and abilities of students.

### Sculpture from Recycled Items (K-12) Found Objects and Natural Materials

Students will learn techniques to transform reclaimed materials and household waste into small scale sculpture. Using basic household tools such as hammers and pliers, students will be taught simple fabrication, cold joining and forming techniques. Being confronted and working with post consumer waste will allow students to explore the significance of its impact on our environment. Natural materials can be used alone or in combination with recycled items and found objects to create sculpture or ephemeral art.

\*Materials and tools will be adjusted to suit the ages and abilities of the students.

**Extensions:** Projects can be tailored to create collaborative large scale installations.

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## A Medley of Art Projects!

**Web Address:** [www.susanmccallum.com](http://www.susanmccallum.com)

**Materials & Extra Costs:** Susan supplies many high quality materials free of charge.

**Special Requests:** Choose one of the listed projects or choose a combination for the 5 sessions.

### BIO

Susan McCallum is a professional artist, illustrator, who develops and facilitates art workshops including “Brush Strokes with Susan”. Susan garnered a prestigious “Rockie Award”, international distinction at the Banff World MediaFestival 2011 for her involvement with the TV Series, “Anash and the Legacy of the Sun Rock”. Her watercolors created the world the TV series took place in using green screen technology. The show received an award for the Best Youth Production-Fiction. Susan also received an award from Pacific Community Resources for her art program at West Coast Alternate in appreciation of exceptional support, compassion and outstanding practice 2008/09. Upon request Susan works with the teacher to enhance curriculum requirements. An important part of Susan’s art workshops is recognition for the students’ creativity. Her sessions always end with a group critique, where the pride of the students is shared and their work is acknowledged. Susan often includes First Nations themes and really enjoys working in Alternate schools as well. Teachers may choose one of the listed art techniques or they may choose a combination of several art techniques for the 5 sessions.

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### COURSE OPTIONS Scheduling occurring over 5 sessions

#### **Watercolor (K-12)**

Each student will experiment with colour and various techniques on water colour paper. Abstract and nature painting offered. The final paintings are mounted on black paper and make a stunning class presentation.

#### **Acrylic Painting (K-12)**

Each student will paint a small acrylic painting on canvas. A theme can be chosen with the teacher. A great experience for the students to paint on canvas like a real artist! Followed by a class art show.

#### **Drawing and Shading (K-12)**

Students will create a grey scale then create beautiful shaded illustrations.

#### **Portrait Drawing (K-12)**

A fun session that can be expanded on to a painting. Highly successful, proportions in human face and shading will be explored.

#### **Storyboarding & Illustration (K-12)**

One of my favorites, great for all 5 sessions. Quick sketches revealing a series of events or focusing on a subject i.e. bugs, salmon, story, poem are created.

#### **Graffiti Style Drawing (K-12)**

Very graphic colourful drawings and cartooning, popular with teens. Project ideas designing for snowboards, skateboards, graphic novels.

#### **Collage & Painted Images (K-12)**

Contemporary, graphic, and imaginative. Great for Alternate Schools and teens. Very effective and visually appealing can be mounted on canvas or good quality paper. Cost of paper or canvas depends on size, paints and brushes provided.

*Art Supplies: Susan supplies high quality materials for her workshops free of charge such as paints, brushes, pencil crayons and often special papers. Susan will purchase any other materials that are needed and school can reimburse her.*

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**Extensions:** “Brush Strokes Fund Raiser” an art program that includes your entire school in painting canvases with acrylic paint followed by a school wide art show to sell the paintings!

# Julie McIntyre

Alternative  
1-12

## Printmaking Techniques, Paper Construction, Fibre Artist

**Web Address:** [www.juliemcintyre.org](http://www.juliemcintyre.org)

**Materials & Extra Costs:** Cost for some supplies depending on project. \$50-\$250.00

**Special Requests:** Artist provides direct pressure press & felts for print making

### BIO

Julie studied at the Banff Centre, Alberta in 1986 and received her BFA from Queens University with a major in printmaking. She has had solo shows in 20 public galleries in Canada, and over 40 juried exhibitions including 21 international credits to date. Since 1983, Julie has been involved with teaching art workshops across Canada, including 4 contracts as an Animator and Printmaker in Residence with the Vancouver Art Gallery, 6 years teaching printmaking at Malaspina Printmakers Studio, and 3 years with Artstarts. Julie is currently the president of CARFAC BC.

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## COURSE OPTIONS *Scheduling occurring over 5 sessions*

### Printmaking Techniques (1 – 12)

Master Printmaker Julie McIntyre can introduce your class to nontoxic printmaking techniques including relief, collagraph, monotype, screen, digital transfers and pronto plate lithography. Whichever medium, the marvels of surface treatment, negative space, mirror reversals and the playfulness of the repeated image will delight students. Subject matter, medium and emphasis are tailor-made to meet the interests, abilities and curriculum requirements of individual classrooms.

### Paper Construction (1 - 12)

As an award winning fiber artist, Julie works with a variety of patterned and textured papers so that the students are engaged in the playfulness of the repeated image as they explore the traditions of quilted patterns using paper, scissors and glue. (Sewing can be added for higher grades). Geometric shapes, secondary patterns and rhythms will highlight this engaging and relaxing technique that usually proves the whole is greater than the sum of its parts when students' individual blocks are brought together. All techniques and content may be adapted for each grade.

**Extensions:**

## Picture Books and Stories to Story Boards

**Web Address:** <http://maplepancakes.blogspot.ca/> **Email:** [mjmuir@telus.net](mailto:mjmuir@telus.net)

**Materials & Extra Costs:** Basic paper and art supplies would be required.

### Special Requests:

### BIO

Mary Jane Muir illustrated learning materials for the Vancouver School Board from 1985 to 1997. She has authored and illustrated books for children and has presented book talks to lower mainland elementary schools with a focus on story boards, drawing and illustration techniques.

She also creates greeting cards and her card design for Hallmark's *UNICEF & You* competition of 2013 will be available this year in Hallmark Stores. Mary Jane is a member of CWILL BC, (Children's Writers and Illustrators of B.C.).

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## COURSE OPTIONS *Scheduling occurring over 5 sessions (completed in 2 – 3 weeks)*

### Let's Illustrate!

( K-6)

Working from the text of either a picture book or information book, students will decide how to approach breaking up a sheet of text into pages and then create their own version of the story starting with a rough sketched out story board.

According to the grade level and theme decided by the teacher, popular picture books, information books and perhaps graphic novels will be shown for inspiration. Depending on the time, students will work on a few sample illustrations in their chosen medium to create one, two or more finished pages. Storyboard roughs and finished work can be displayed if there is an available area.

### Black & White

( K-6)

Take some text and illustrate a picture book using soft pencils for sketching, black ink pens, black and white paper, and scissors to create images that illustrate a story or a comic book style graphic novel.

### Eric Carle Collage Style

( K-6)

Students will paint colours and textures on sheets of paper. When the paper is dry, these colours and textures can be cut up and organized as story boards on themes such as: salmon, the zoo, the alphabet, or a story created from the students' own imagination.

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**Extensions:** Projects can be tailored to create collaborative large scale installations.

## Murals- Interior and Exterior

**Web Address:** [www.earthfoundation.ca](http://www.earthfoundation.ca)

**Materials & Extra Costs:** Grant may be applied to full cost of mural, additional funds will be necessary from the school. Cost varies on murals depending on size, location and complexity.

### Special Requests:

### BIO

Todd Polich is one of the leading mural artists in western Canada creating over 30 murals throughout BC. Todd worked for 12 years in the film and video games industries as an artist and art director before starting Earth Foundation Conservation Society, dedicated to raising awareness for the environment, social sustainability and youth empowerment through large scale public art. Since 2009 Todd has worked with thousands of students, youth at risk, and aboriginal youth teaching about their connection with the environment, and demonstrating how to use art and other forms of positive expression to transform the world around them. Todd works with teachers, principals and schools to customize and develop themes for the murals and works with elements of the existing in-class curriculum and school values.

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## COURSE OPTIONS

### Community Arts in the Classroom (K-12)

Through this program customized to the curriculum, students participate in creating a large scale school/community mural from beginning to end. In class young people learn about the importance of community and nature and harmoniously support each other using the power of positive expression. They will receive art instruction from a renowned mural artist and participate in a hands-on mural creation. Murals inside the school, on exterior walls, or in community locations, give students the opportunity to create massive public art masterpieces that communicate the value of environmental conservation and a sustainable community.

Murals can be created with one core group of students or multiple classrooms.

### The Art of Empowerment (4-12)

The Art of Empowerment program compliments the Community Arts Program where students take up leadership roles in supporting the school mural project. Students explore their own unique interests, skills, and values to discover tangible ways to put these into action through our mural projects. Using their skills as writers, photographers, public speakers, just to name a few, the students promote the project through media communications, event organization, or community engagement, etc. This program allows young people to see that they have the tools to create a positive impact in their own communities and in the world.

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**Extentions:** Additional funds will be necessary.

## Art on Tiles

**Web E-mail:** valerie@artiledesigns.com

**Materials & Extra Costs:** Grant maybe applied to the mural project.

### Special Requests:

#### BIO:

Valerie is a dynamic and enthusiastic communicator with extensive experience initiating and organizing projects and with tile mural projects. Currently she is teaching Design, Color and Drawing at the Art Institute of Vancouver. Valerie's hands-on approach to art making processes connects well with diverse student learning styles. She has traveled throughout BC teaching for Emily Carr Institute of Art and Design as well as facilitating public art tile projects like *The Legacy Border* at Evergreen Cultural Centre involving over 1000 Tri-Cities children. With front line experience setting up and leading community and fine arts projects, Valerie has worked with all age groups through ArtStarts in the Schools, as well as with whole school communities to construct all-inclusive tile murals.

### COURSE OPTIONS *Scheduling occurring over 5 sessions*

#### Whole School Mural Project (K to 12)

Working directly with the school Administration, Teachers, and Parents' committee a mural theme that is visually informative will be defined in advance of classroom work. Instructional preparation, construction processes, in-class schedules and timelines are provided to allow for teachers to integrate the mural project into other learning objectives.

In-class work will take approximately one hour for each class. All working materials will be supplied, except for paper towels. Once completed, tiles will be dried in the classroom on racks overnight, then moved off-site to be fired. When firing is complete, all tiles will be returned to the school for installation. Glaze is permanent and durable for indoor installation. There will be an additional tile charge for exterior frost proof tile.

Project can be adjusted for single class "take home" tile projects.

#### Individual Classroom Tile Project (K to 12)

Individual tile creation project based on graphic design principles and drawing methods applied to a specific theme. Students will create an individual glazed 15cm tile in a single colour. This project can be adapted to all age groups and themes.

### Extensions:

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# Phyllis Schwartz

Alternative  
K-12

## Ceramic Art

**Web Address:** <http://pscreates.com>,

**Email:** [ps@pscreates.com](mailto:ps@pscreates.com)

**Materials & Extra Costs:** Clay (3 - 4 bags of clay @ \$20) = \$60 - \$80 + HST and delivery  
Finishing materials (glaze, acrylics, tempera paint, glue, findings) = \$60 +HST

**Special Requests:** Off site kiln firing = \$25/kiln load

### BIO

Phyllis Schwartz is a Vancouver based ceramics artist who explores glaze materials and effects in sculptural and functional forms. Her expressive handbuilding forms are molded, assembled, draped and sculpted; they are finished using a variety of techniques. Recent exhibitions include *Up the Garden Path* (Gallery of BC Ceramics), *Winter White* (Laura K. Jewitt Design), and *In a Palm of a Hand: BC to Japan Touring Exhibition* (BC Potters Guild). *Seeking the Nuance*, her most current publication, is a heritage glaze recipe book she designed and produced with Glenn Lewis and Debra Sloan. She is also a ceramics instructor at "Summer at St. Georges". Phyllis, a graduate from Emily Carr University, works with students of all ages offering curriculum-based workshops and professional development programs. Residency workshops include instruction in clay modeling and hand-building techniques and can be designed to support specific curriculum

### COURSE OPTIONS *Scheduling occurring over 5 sessions*

#### **Say It in Clay: Words & Characters** **Art, Humanities & Math (K - 12)**

Use myths, story and history to inspire characters and events that take shape in clay; study the plant and animal world through clay sculpture; make clay puzzles in math class.

#### **Masks: the Face & the Fantasy** **Art, Humanities & Math (K - 12)**

Use myths and story to inspire characters and events that take shape in clay while learning about facial proportions. A workshop that can be adapted to suit group and class projects suitable for installation.

#### **Altered Bowls (K - 12)**

Transform a basic pinch pot into an animal, character or concept.

#### **Handbuilding: Functional and Funky (K- 12)**

Explore traditional hand-building methods: coil, pinch and slab to create clay bowls, vessels, boxes and figurative forms.

#### **Shoes, shoes, shoes: Design & Invention (K-12)** **Art, Humanities & Math**

Design and create shoes using clay. This workshop provides students opportunities to develop spatial reasoning skills and explore geometrical forms that create structures.

**Extensions:** All projects can be extended or designed to support curriculum needs. After school ceramic program can be organized. Site-specific Raku and pit-firing projects can be developed.

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## Digital Photography/Digital Computer Art

**Web Address:** [www.carolynsullivan.ca](http://www.carolynsullivan.ca), **Email:** carolyn@carolynsullivan.ca

**Materials & Extra Costs:** \$50.00 for in school 100 4x6 prints, Carolyn will bring the printers  
*Additional costs vary depending on project.*

**Special Requests:** Have camera batteries fully charged, and Memory Cards empty

### BIO

Carolyn is a Professional Commercial Photographer who has been with VSB for many years. Initially, she started as VSB staff photographer, and then became Head Instructor and Curriculum Developer of the Digital Media Programs at VTI/VSB. She has been an instructor for over 25 years instructing: various photography, video, computer art and digital media courses in Continuing Education, Magee's Summer Art programs, Kid Zones, and workshops for teachers on Pro-D Days. Carolyn is an Artist for the VSB/Artist in Residence program as well as an Artist for Art Starts, BC. She has worked with various schools on projects with the Betty Wellburn Artistic Legacies grant and with Artstarts grants, as well as with schools focusing on the Mindfulness Curriculum. Carolyn produces commercial photographs of products and food. She also photographs weddings and portraits for a variety of clients. Carolyn is an active photographic artist who has had numerous solo and group shows both locally and internationally.

### COURSE OPTIONS *Scheduling occurring over 5 sessions (completed in 2-3 weeks)*

#### Digital Photography and Beyond (4 – 12)

The first two sessions would be learning camera techniques and photo printing. Students will learn Menu applications and Mode settings. Projects can be artistic or curriculum based and the final outcome for the projects would be printed on 4x6 paper. (Additional sizes & outputs can be arranged)

**The last 3 sessions teachers pick an area of interest:** Photography workshops have a lot of flexibility and can be adapted to various grade levels and curriculums. Below are a few ideas:  
Science and Environment: Flowers, bugs, and other small things.  
Mixed Media: Photos with paint on canvas  
Art Photography: Creative expression  
Photojournalism: Camera storytelling  
Green Wall Technique: Imaginative manipulation  
Portraits: Community focus  
Advanced Studio Lighting: For portraits or products. *(If school has equipment)*  
*Will bring computerless printers and some cameras for the students to use*

#### From Camera to Computer to Art! (4- 12) (In your school's computer lab)

With Adobe Elements, Gimp or other small and free digital software, Carolyn can introduce the students to digital photo finishing and digital collaging. From camera to computer to Art! (ipads to iphone) This involves fixing, altering and adding to photos, creating collages, digital scrap booking, photographic cards, group composite murals and small you tube videos.

All photographic projects can be shared by:  
Projection of slide show for school  
CD images for school websites  
Printed images, framed /mounted on display for school ( individual or group mural)  
Print on t-shirts, cups and other surfaces  
Inserted into published books  
Photographic cards  
You Tube videos

\* creating photo books would require an additional sessions.

**Extensions:** Extra time to allow for bigger or final to be done with other classrooms.

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# Jerry Whitehead

Alternative

1-7

## Paper Mosaic, Stencil Collages, School Murals

**Web Address:** [www.jerrywhitehead.com](http://www.jerrywhitehead.com)

**Materials & Extra Costs:** Depending on the project

**Special Requests:** Murals will require more time and extra funding

### BIO

Jerry is of Cree heritage from the James Smith First Nation in Saskatchewan. Art has been his lifelong passion. Today Jerry resides in Vancouver and he continues to paint within his community and abroad. He received a Bachelor of Arts Degree - Indian Art ( S.I.F.C. ) from the University of Regina in 1983. He then went on to complete a Bachelor of Fine Arts Degree from the Nova Scotia College of Art and Design in 1987. You may view Jerry's artistic projects at [jerrywhitehead.com](http://jerrywhitehead.com) and see the various projects he has been involved with.

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### COURSE OPTIONS *Scheduling occurring over 5 sessions*

#### Playing with Torn Paper (1-7)

This is fun for younger grades as well as the older ones. I begin by showing the students how to make a face with torn colored paper usually on a darker colored background. Then from there we begin to play, experiment with imagery and the project finishes off like a mosaic.

#### Playing with Stencils (1-7)

We make stencils from numbers, the alphabet, animals, personal mementos, etc. which we transfer on to a larger paper using paint. We then complete the image or we may combine it with other images to form a large collaboration.

#### School Murals (1-7)

Jerry could work with a class or chosen young artists to develop a theme, integrate their ideas into a composition then transfer to scale on a mural within the school. He would be there for the duration of the mural.

This residency grant can be applied to the total cost of the mural.

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**Extensions:** All projects can be extended or Murals can be created for walls with in the school.

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# VSB-Artist in Residence Evaluation Form 2013/2014

School: \_\_\_\_\_

Name of Evaluator: \_\_\_\_\_ Email: \_\_\_\_\_ Name of Artist: \_\_\_\_\_

Month of Residency: \_\_\_\_\_ 2014 Approx. No. of students: \_\_\_\_\_ Grade Level: \_\_\_\_\_

Please Check and/or Write Comments	Excellent	Good	Satisfactory	Fair	Poor
Suitability of residency for grade level involved					
Artist's quality of residency project					
Attainment of learning objectives					
Artist's rapport with students					
Artist's visual samples/portfolio					
Artist's organizational skills					
Educational support materials (if applicable)					
Pro-D opportunity for teacher					
Overall evaluation					

General Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Should we retain this artist for next year?                      YES \_\_\_\_\_ NO \_\_\_\_\_

**Teachers:** Complete this form immediately following completion of the residency, and return to:  
 Carolyn Sullivan, Coordinator, Artist in Resident Program  
 Learning Services, VSB, Fax: (604) 713-5244 Email: [carolyn@carolynsullivan.ca](mailto:carolyn@carolynsullivan.ca)

## Vancouver School Board - AIR Payment Form 2013/2014

Artist's VSB Employee No. (if applicable): \_\_\_\_\_

LAST NAME: \_\_\_\_\_ FIRST NAME: \_\_\_\_\_

PHONE NUMBER: \_\_\_\_\_ BUSINESS PHONE: \_\_\_\_\_

ADDRESS: \_\_\_\_\_

CITY: \_\_\_\_\_ POSTAL CODE: \_\_\_\_\_

EMAIL: \_\_\_\_\_

SIN: \_\_\_\_\_ GST NUMBER: \_\_\_\_\_

CHEQUE PAYABLE TO: \_\_\_\_\_

Honorarium: \$ 500.00 (5 sessions of Artist in Residence services and one planning session)

5% GST \$ \_\_\_\_\_ (if applicable, GST # must be provided above)

Total: \$ \_\_\_\_\_

**All Material Fees must be paid by the school directly to the artist.**

1. The artist whose name appears on this document has taken to provide the Artist in Residences services as per this document. There is no commitment on the part of the Vancouver Board of Education to utilize the art for additional classes during this term, or succeeding terms.
2. Payment will be made upon completion of the residency and submission of this form in the blue bag or by **fax (604)713-5244** to Carolyn Sullivan Coordinator, Artist in Residence Program, Learning Services, VSB, 1580 West Broadway, Vancouver, BC, V6J 5K8. carolyn@carolynsullivan.ca

Please note that all honorarium payments to VSB employees must be processed by the VSB payroll department and are subjected to Canada Pension Plan and Employment Insurance and Income Tax Deductions

**School:** \_\_\_\_\_

**Signed:** \_\_\_\_\_

Contact Teacher

\_\_\_\_\_

Date

**Signed:** \_\_\_\_\_

School Principal

\_\_\_\_\_

Date

*Have you paid the artist directly for additional fees for materials and or hours?*

**For District Use Only:**

COA: 14 2009 112 000 9593 (ArtStarts Grant Funding)	\$ _____
12 2009 112 000 1899 8791 (Gordon Andrews Legacy)	\$ _____
11 2009 112 000 1750 (VSB Fine Arts Funding)	\$ _____
6120 (GST – if applicable)	\$ _____

Approved: \_\_\_\_\_

Peggy Bochun  
Fine Arts Dept., VSB

Initial: \_\_\_\_\_

Carolyn Sullivan  
AIR, Coordinator, VSB





VANCOUVER BIENNALE EDUCATION

**BIG IDEAS**

**NEW PARTNERSHIP:** Vancouver Board of Education and Vancouver Biennale  
BIG IDEAS Education Program: Offering \$1,000 artist grant with \$200 contribution by school



The BIG IDEAS education program uses art as a catalyst to foster cross-curricular learning, creative expression, transformative thinking, and social responsibility. Since 2010, 4,200 students across 7 school districts have participated in this award-winning program.

**BIG IDEAS Curriculum Unit Plans** support the proposed *'Transforming B.C. Curriculum'* plans as developed by the Ministry of Education. They are founded on a student inquiry, experiential learning model that focuses on developing the learners' core curriculum and cross-curricular competencies. Imagine the possibilities of moving from *'what needs to be taught'* to *'engaging learners to learn'*.

**2014 Cross-Curricular Challenge** takes the BIG IDEAS curriculum unit plans to classrooms at all grade levels. The program is centered on the Vancouver Biennale 2014-2015 exhibition theme: ***Open Borders Crossroads Vancouver***. Starting with a BIG IDEAS curriculum unit plan, the teachers can add their inquiry ideas or create a new unit plan for the proposed project. The BIG IDEAS unit plans are designed to provide sample inquiry approaches not detailed lesson plans.

**A Program Advisor** with inquiry-based learning expertise will be assigned to all accepted applicants. Two one-hour consultation sessions will be conducted through skype/phone. We recommend the first session to take place during the project planning stage and the second session to be scheduled shortly after the project starts. Teachers are asked to be flexible with scheduling time.



**Artist List:** Dance: *Lorraine White-Wilkinson*; Drama: *Mandy Tulloch*; Music: *Will Stroet*; Visual Arts: *Mary Jane Muir*. The artist will collaborate with the teacher to facilitate art-integrated inquiry challenges or artistic creations/performances. The artist-led sessions support the project unit of inquiry and are to take place while school is in session.

**Grant & Budget:** The artist fee is set at \$1,200 including GST. The Vancouver Board of Education and Vancouver Biennale will jointly fund \$1,000 plus the \$200 school contribution. The applicant is responsible to raise funds for the school contribution plus any other project expenses such as materials, equipment and field trip. Artist fee will be payable upon project completion.

**Program Workshop:** register for the free Biennale workshop at the Vancouver Board of Education on October 25. All teachers interested in applying are encouraged to attend as it will provide valuable information on how to create a strong application for your project. Contact: [prodreg@vsb.ca](mailto:prodreg@vsb.ca) or 604-713-5201

**Program Registration** *(Please print or type to complete all sections of the application)*

Applicants must be teachers, principals, or PAC representatives of a Vancouver School District elementary or secondary school. All applications will be reviewed by a selection committee. The Vancouver Biennale must be informed immediately if there is a change in project coordinator.

**Deadline:** Received by Wednesday, November 27, 2013 - 4 pm  
**Mail Submission:** Carolyn Sullivan, Coordinator of the Artist in Residence Program  
VSB Learning Services, 1580 West Broadway, Vancouver, BC V6J 5K8  
604-713-5244  
**Fax:**  
**Program Questions:** Contact Vancouver Biennale: [bigideased@gmail.com](mailto:bigideased@gmail.com)/604-682-1289

**I. SCHOOL INFORMATION**

Project Coordinator:			
Title/Position:			
School Name:			
School Address:	District:		
City:	Postal Code:		
Email:	Fax:		
School Phone & Cell Phone:			
Grade Level	# Students:		



II. PROJECT SUMMARY

Project Title:		
Project Description:		
Chosen Artist Name:		
Project Est. Start Date:	Project Est. End Date:	

III. PROJECT UNIT OF INQUIRY

Complete this section on separate pages and attach to your registration form. Start with a Biennale curriculum unit plan (online at [www.vancouverbiennale.com](http://www.vancouverbiennale.com)) and add your ideas or create your own unit of inquiry.

- A. Enduring Understanding:** *A central idea that encapsulates multiple important learning concepts stated in the Prescribed Learning Outcomes (PLOs) within a subject area for a grade level. The statement should be broad enough for cross-curricular inquiry.*
- B. Guiding Questions:** *Drive the inquiries into specific topics within the Enduring Understanding that are to be covered within this unit plan. Link the Biennale BIG IDEA Open Borders Crossroads Vancouver with the Guiding Question.*
- C. Mind Opening:** *How do you cultivate an open-minded learning culture and foster student engagement in your classroom?*
- D. Discovery & Inspiration:** *Which Biennale artist and art installation will inspire and engage the learners in this unit of inquiry? Include other media and/or websites as resources to open the learners' minds for discovery.*
- E. Shared Insights:** *Begin inquiry into the Guiding Questions drawing upon learners' prior knowledge and their lived experience while on a field trip to the Biennale art installation(s) and in classroom.*
- F. Inquiry Challenges:** *Suggested learning experiences to engage the students to inquire and respond to the Guiding Questions. Include art-integrated challenges if you intend to collaborate with an artist.*
- G. Cross-Curricular Access:** *Extend the inquiry challenges to other subject areas to continue exploration. Opportunity to collaborate or consult with other teachers.*
- H. Student Creation:** *Creative methods to communicate learning to target audience. (posters, website, montages, poetry, dance, drama, visual arts, music, film).*
- I. Taking Actions:** *What can learners do to inspire and cause positive changes or actions out of this unit of inquiry? Consider community projects, individual initiatives, or political, even global campaigns the students can get involved in.*





**PROGRAM AGREEMENT**

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Through submission of the completed and signed registration, the applicant agrees to:

**Process:**

- follow the Vancouver Biennale BIG IDEAS curriculum unit plan framework and complete the project by June, 2014

**Forms:**

- return signed parental/guardian permission (Vancouver Biennale template) for all participating students to the Vancouver Biennale office **BEFORE** the project starts;
- obtain signed parental/guardian waiver for field trips

**Documentation:**

- take photos throughout the project and share with the Vancouver Biennale for online documentation;
- complete the project learning case document (Vancouver Biennale template);
- share and authorize posting your unit of inquiry on the Vancouver Biennale website;
- allow the Vancouver Biennale to video/digital record, edit and post all activities associate with the program

**Communication:**

- allow the Vancouver Biennale to approve all signage, collateral, promotional materials and didactics produced by your school in advance of production;
- insure that all materials associate with the Vancouver Biennale BIG IDEAS 2014 Cross-Curricular Challenge program must include the full program name, the Vancouver Biennale logo and the acknowledgement of the Vancouver Biennale as the program presenter;
- authorize the Vancouver Biennale to use the name of the school in future marketing and communication materials of any nature including but not limited to written, verbal or visual materials in any territory chosen by the Vancouver Biennale;
- authorize the Vancouver Biennale to promote its Mobile Giving program (text 45678 to donate \$5 to support the Vancouver Biennale) and sell merchandise at the program events.

**SIGNATURES**

Project Coordinator Signature	Date
Principal/District Representative Signature	Date