

# Authentic Collaboration:

## Creating Engaging Programming with a Community Artist

*Presented By:*

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As Art Educators we understand the wealth of knowledge and inspiration that a guest artist can bring to our classrooms. We are often interested in this type of opportunity to gain new perspective and to work in collaboration with other practicing artists. Unfortunately this type of collaboration often results in ‘drive-by’ visits when it has the potential of developing into an integral part of our lessons.

This session will shed light on how to make this type of collaboration meaningful from start to finish. Concrete ideas will be shared on how to find an artist within your community that fits your needs, how to establish positive artist-teacher communication, what roles each member of the collaboration should assume and the steps to creating a meaningful experience for all students involved.

Our belief is that open communication, understanding of curriculum goals and clearly defined partnership roles are integral to creating sustainable programming.

## How to create sustainable programming

### 1. Understanding of curriculum goals

→ *Know your curriculum*

Standards and expectations → What are your students expected to learn?

Evaluation Criteria → How are you expected to evaluate your students?

### 2. Funding and finding an Artist

→ *Find funding to support your programming*

→ *Find an artist that suits your needs*

Source	DETAILS
<i>Cultural Minister/ Government Level Responsible</i>	Governmental level funded arts programs that have a list of artists available; provide funding for artists to go into schools for specific projects.
<i>City/ Province/State/National Councils and Arts Councils</i>	There are many arts councils that supports local artists and artistic initiatives, these councils may be able to support your project with funding and maybe even artist recommendations.
<i>School board / District sources of funding</i>	New governmental laws and School Board mandates are usually paired with funding. Though they may not be able to match you with an artist, this funding could launch your project and help you to discover your guiding question.
<i>Outside organizations/ Private funding</i>	Many not-for profit organizations and private organizations are ready, willing and able to support your project ideas.
<i>Local artists and artist associations*</i>	Your local community may have a wealth of artist and groups; don't be afraid to contact them and ask them to recommend artists.

***\*Special considerations to keep in mind when choosing an artist outside of an established organization or program.***

- Police check/background check
- Valid website, skills, portfolio, etc.
- Personal works are appropriate for all ages
- Proof of professional practice (artistic resume)

**3. Artist/Teacher partnership roles**

→ *Define roles and responsibilities*

***“Building boxes to think outside of”***

*The teacher’s role is to build the boxes where students feel comfortable, confident & safe. The artists role is to guide students to the outskirts of the boxes for them to discover, experiment and explore.*

<b><i>Teacher Roles</i></b>	<b><i>Artist Roles</i></b>
<ul style="list-style-type: none"> <li>• <i>Be an active participant in the project at all times, and be in the class at all times.</i></li> <li>• <i>Exhibit curiosity, wonder, risk-taking, and a willingness to learn along with the students.</i></li> <li>• <i>Link the concepts of the project to the curriculum content.</i></li> <li>• <i>Co-plan and manage project time well with the artist.</i></li> <li>• <i>Identify ways to involve the extended community in your project.</i></li> <li>• <i>Assume responsibility for classroom management and ensure a safe learning environment.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Taking risks, and allowing students to do the same.</i></li> <li>• <i>Encourage expression by guiding students to create original work, share their work with others, and respond to the work of their peers.</i></li> <li>• <i>Empower students to take an active role in the project by asking them to make choices, and take responsibility for their own learning.</i></li> <li>• <i>Focus on the art making process rather than the end product or technical expertise.</i></li> <li>• <i>Open doorways to the arts by sharing the resources and career paths available to artists.</i></li> </ul>

*Adapted list from www.artssmarts.ca - ArtsSmarts Toolkit*

**4. Open communication and collaboration**

“The two [Artists and Teacher] need to be students of each other as they plan and begin. In a successful partnership, there is a constant process of teacher learning from artist and artist learning from teacher – and, of, course, both learning from the students...The teacher must learn to live with some unpredictability brought by the artist; the artist must learn to accept the necessary structure brought by the teacher. Couple these traits with *love* of the subject, *love* of art, and *love* of children, and a successful teacher-artist pair is born” - (Catterall & Waldorf, 2004).