

ÎLE-DU-PRINCE-ÉDOUARD



PRINCE EDWARD ISLAND  
OPEN YOUR MIND AND  
LEARN THROUGH THE ARTS

2004-2005  
HIGHLIGHTS



# ArtsSmarts - Open Your Minds

## WE are pleased to support the ArtsSmarts program

We are pleased to support the ArtsSmarts program, the largest education initiative in Canada that incorporates arts into academic programs. By bringing local artists into Island classrooms, you are creating a new tool for teachers and helping local artists share their skills and talents with a new generation.

The ArtsSmarts program offers students an opportunity to study core curricula through sculpting, painting, stained glass, film and music. Teachers, parents and the community are all beneficiaries of the ArtsSmarts program. Through the arts, students develop an appreciation for Island history, story telling, nature, outer space and imaginary creatures. They learn skills, values, and habits crucial to their personal growth and development.

This report outlines accomplishments for 2004 - 2005. It is a valuable account of the projects which highlights the activities and achievements of each project individually. It can also serve as an essential resource for future project development.

We offer sincere thanks and congratulations to the artists, program committee, teachers and community leaders who work together to integrate arts into learning through the ArtsSmarts program.



Mildred Dover, *Minister*  
Department of Education



Elmer MacFadyen, *Minister*  
Community and Cultural Affairs

## ArtsSmarts PEI: Mission

The mission of ArtsSmarts PEI is to offer schools and their communities the chance to emphasize educational activities related to the arts. The program aims at encouraging students to develop their intellectual skills by participating in arts activities. It is hoped as well that the program will engage Islanders in artistic activities with a view to developing supporters and practitioners of the arts and to nurturing creative thinkers.

## ArtsSmarts PEI: Objectives

- To build long-term local partnerships that link young people, artists or arts organizations, schools, and the broader community.
- To enable schools or community organizations to explore ways of integrating arts activities into non-arts subject areas aligned with provincial curricula.
- To provide opportunities for young people to actively participate in the arts.
- To enhance appreciation of the importance of culture and the arts.

## Thank you to:

La Commission scolaire de langue française for their involvement in initiating the ArtsSmarts Program.

The Department of Community and Cultural Affairs and the Department of Education for their contribution to the delivery of the program.

All the teachers who carried out their projects with great success.

The artists who have respected their commitments and shared their knowledge during the ArtsSmarts Program.

Brian Simpson for providing the visual documentation of the ArtsSmarts Program.

The parents of students who supported teachers, schools and artists during the ArtsSmarts Program.

The various businesses and organizations who have contributed to the ArtsSmarts Program.

The Canadian Conference of the Arts and the J.W. McConnell Family Foundation who have been key players in the development and implementation of the ArtsSmarts Program.

A special thank you also goes out to the ArtsSmarts partners:

Eastern School District  
Western School Board  
Confederation Centre of the Arts  
PEI Council of the Arts  
University of PEI  
Capital Commission of PEI  
Fédération culturelle de l'Î.-P.-É.  
Atlantic Technology Centre  
Eptek Centre



# What is ArtsSmarts?

ArtsSmarts is the largest education initiative in Canada dedicated to improving the lives and learning capacity of Canadian children by injecting arts into academic programs. The importance of engaging young people in artistic activity is critical to their evolution as creative thinkers.

## ArtsSmarts

**Ignites** young people's excitement about learning core curricula through the arts.

**Inspires** collaboration among artists and educators, schools and communities.

**Invests** financially and strategically in creative learning networks at local, regional, provincial and national levels to build capacity for arts and education.

**Supports** a new vision for public education in Canada.

In order to support this creative learning process, artists are selected to work with teachers in elaborating projects that integrate arts activities into non-arts subject areas. Links with community partners for research, field trips, art appreciation and project sponsorships are encouraged to further the process. In this way, young people combine their learning of core subjects such as math, languages, social studies, and science with an application of the skills involved in one or more of the artistic disciplines: visual and literary arts, dance, music, theatre... and find a context for it in their lives.

The J.W. McConnell Family Foundation has developed and funds the ArtsSmarts program in order to allow artists to encourage new ways of teaching and learning in schools. The Canadian Conference for the Arts acts as the National Secretariat for the ArtsSmarts Program across Canada.

ArtsSmarts PEI is a provincial partnership involving the Department of Education, the Department of Community and Cultural Affairs, the Confederation Centre of the Arts, the French Language School Board, the Western School Board, the Eastern School Board, the PEI Council of the Arts, the PEI Crafts Council, the University of Prince Edward Island, the Capital Commission of PEI, the Fédération culturelle de l'Î.-P.-É., the Atlantic Technology Centre and the Eptek Centre.

The Department of Education is responsible for the administration of ArtsSmarts PEI, and the coordination is assured by the Department of Community and Cultural Affairs.

The ArtsSmarts PEI coordinator is available by telephone, via e-mail, or in person upon appointment (all regions) to assist applicants in the initial process. All proposals will be assessed by a panel and project funds awarded according to the selection criteria stated by ArtsSmarts PEI.

[www.artssmartspei.ca](http://www.artssmartspei.ca)

## 2004-2005 Project Highlights

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# Hernewood Intermediate

**125 GRADE 9 STUDENTS**



**\$8,226.29**



## THE ARTISTS

Janelle Irving  
Ron Perry  
Ron Chaisson  
Maurice Bernard  
Janet Cameron  
Eric MacArthur  
John Cousins

## THE PROJECT

*Hernewood Mission Through Space:*

The students transformed the lower floor of the school into an atmosphere of outer space. Some of the students' artistic tasks during this project included:

- a 50-foot solar system mural.
- a scaled ceiling map
- a journal of their "journey"
- a personal portfolio containing poems, plays/skits, songs

## THE PROCESS

Mission Through Space was a six-week adventure that originated from the idea that students would benefit from a new, non-traditional approach to reaching the curriculum outcomes of the space unit. The Astronomy Club shared their vast knowledge of the universe. The visual artists then guided the students to create their pastels, constellations and murals. Numerous resource persons were involved in developing interviewing and presentation skills, and folklore and mythology were explored.

## RESULTS

Because the project was successful, Hernewood plans to integrate part of it into its regular Grade 9 curriculum. Students were given a test at the beginning of the space unit and the same test at the end of the six-week program. The results indicate that all students had improved knowledge of space. The first test results ranged from 29 per cent to 47 per cent, while the second test results ranged from 59 per cent to 78 per cent. This indicates an average increase of 35.1 per cent.

## STUDENT QUESTIONNAIRE RESULTS:

91% of students said they learned a lot about space through the project.

88% of students said they were really interested in the project, with only 12 per cent saying they were somewhat interested.

99% of students said that it would benefit future Grade 9 students to do this project.

46% of students said that they learned the most from the classes with the Astronomy Club.

39% of students said that they enjoyed the constellation artwork the most.







## STUDENT COMMENTS:

"It was an awesome six weeks."

"It was fun the whole time."

"I think that learning this way made us learn more about space than ever before because it made us learn hands-on and made us improve our abilities in a lot of areas."

"I thought that all the people that came here were great."

"This was a great idea and was fun to do/learn from. I learned lots and I hope ArtsSmarts keeps continuing."

"I really enjoyed everything that ArtsSmarts has to offer us."

"I thought it was an amazing experience. – one I'll never forget."

## QUOTES FROM PARENTS/TEACHERS

### Parent questionnaire

99% said that their children had discussed the project at home.

94% of parents felt their children learned a lot from the project.

94% of parents thought this type of hands-on artistic learning approach was good and it would benefit future Grade 9 students.

"A great opportunity for young people to enhance their knowledge, presentation and communication skills."

"Amazing, wonderful project. Tremendous amount of work and learning. Students were fantastic, teachers were exceptionally committed."

"I enjoyed this project and the way all the students were involved in different parts of it. Excellent work. Very enjoyable evening. I think the students learned not only science but math, English and history. A great idea."

"Wonderful work. Great to see the students present such a creative ambitious project."

"Absolutely fantastic! Wonderful way to learn. It is about time a school has taken the initiative to branch off into this unique way of learning. I am proud that Hernewood has done this with such enthusiasm! You deserve a standing ovation for this. Please do it again."



# Athena Consolidated School

**27 GRADE 4 STUDENTS**



**\$7,450**



**THE ARTIST**  
Maurice Bernard

## THE PROJECT

*Animal Habitat:*

Research, design and create a wildlife museum. Fifteen dioramas depicting wildlife and their habitat transformed the school cafeteria and hallways.

## GOALS

- Publish an animal adventure story
- Write a report on selected animals
- Do a research paper and class presentation on a topic, such as animal camouflage and protection, animal homes, how animals move, animal life cycles, animal trivia, endangered animals, migration and classification of animals

## THE PROCESS

Students created a diorama, which consisted of a three-dimensional animal habitat scene in a shoe box. The dioramas were then used as a prototype for the larger dioramas. Students did research, conducted interviews and worked with other students to learn various art techniques.

## RESULTS

The tactile instruction during the art classes made the theory behind the Animal Habitats unit come alive. Also, arts became more “cool” to students. Our students also developed an intense interest and love for animals and wildlife.

The children who benefited the most were the ones who lacked confidence in the beginning.

The time taken for the project did not impede the students’ learning. In fact, it enhanced their knowledge base. All students did extremely well on this unit’s tests and assignments.

The students had a strong grasp of the factual information presented because they were so involved in the entire project. They improved their artistic abilities, and most importantly, their confidence, enjoyment, appreciation and knowledge of art.

## STUDENT SURVEY RESULTS:

Students said that they:

- learned more about animals
- learned how to paint
- learned how to make something 3-D







### STUDENT COMMENTS:

"ArtsSmarts made me feel like a famous artist."

"ArtsSmarts is so cool."

"ArtsSmarts rocks."

"Amazing! I love the way I can work with my brush."

"It is really fun."

"It was a cool hands-on approach."

"I thought that it was the best thing I've ever done."

"I had the most fun I had in all the grades I've been in."

"I really appreciated the opportunity."

"I realized that I had more talents than I thought."

"I really enjoyed painting the animals."

### QUOTES FROM PARENTS/TEACHERS

The students who are weaker academically found their niche and excelled artistically. The ArtsSmarts program allowed our special needs students to work as part of the team and achieve personal success.

All the students enjoyed the project, and behaviour issues became non-existent as the project progressed. The behaviour and dedication of the students was impressive. They were proud of their work and wanted to do whatever it took to get the necessary results.

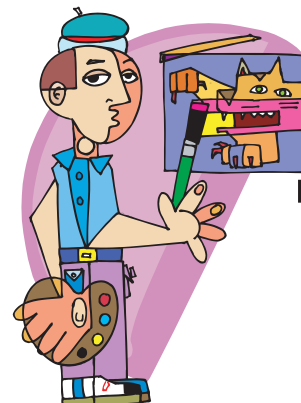


# Elm Street School

51 GRADE 5 AND 6 STUDENTS - FRENCH IMMERSION



\$1,752



**THE ARTIST**  
Rachel Ballem

## THE PROJECT

### Gargoyles:

Each student created an imaginary creature (gargoyle). These gargoyles were made out of clay, then brought to life by a series of imaginary stories/tales written by the students.

## GOALS

- Write a story with the components of narrative structure.
- Participate in a brainstorming session to explore the different aspects of the subject.
- Ask questions about a book.
- React to the text by giving opinions.
- Do an oral presentation.

## THE PROCESS

The process included drawing sessions with the students, followed by sessions to work with the clay. The students followed the instructions and imagined, sketched and sculpted their creatures.

## RESULTS

For many students, the process of beginning with a piece of art easily led them to bring the character to life by giving it a voice through the creative writing process. In general, many students have difficulty beginning their stories and following them through to completion. Having given birth to their sculpture, they already knew who and what it was, which facilitated their task.

Our learning outcomes went beyond these as the relationship with the artist, the writing, the presentation and the exhibition were a very rich experience. Some of this can be backed up with outcome names, but overall, it was the magic that came from all the project elements.

## STUDENT COMMENTS

"We are so glad you came to our class, we think you motivated everyone. It is cool to see an adult who's not stiff and boring. You helped everybody find creativity."

"I learned more than how to make a clay dragon or gargoyle, I learned that you should do what you like and like what you do."

"You helped us so much that I feel like a professional and like I could make monsters myself."







### STUDENT COMMENTS:

"I find it amazing what you can do if you put your mind to it."

"You taught me lots of things, especially that if you want something badly, then just put your mind to it and you will succeed."

"It was the best art project I ever had, I am going to cherish Binky forever."

### QUOTES FROM PARENTS/TEACHERS

"I was delighted to see how easily they were able to give a voice to their sculpture."

"ArtsSmarts was a phenomenal experience for all those involved. The students, teachers and parents had no idea that the project would take on a life of its own. We did not know what to imagine and we could not have expected it to go any better than it did."

"The response to the project was great from the very start. The students were excited to work with a real artist and build marvelous creatures out of clay. The parents were excited to see that their children were coming home and talking to them about school."

"The program made a tremendous difference in the students as well as the teachers. We were all excited to see Rachel every time she came in. The students were never absent on those days and there was very little discipline required on the part of the teachers. Everyone was on task and willing to learn something new. The project gave the students a chance to meet and learn from a real artist and to discover a new medium. They thought they were true artists."

"Everyone felt the impact of the project. Overall, we were all very excited to learn something new. We grew from the experience and came out of the project thinking that art was fun and that we were very capable of creating something if we put our minds to it."

"We could not have imagined how much Rachel could have had an impact on our lives. She touched us all and made us feel like true artists. The project was a major highlight of our year. As teachers, we will use the techniques we have learned and apply them in various art projects throughout our careers."

"ArtsSmarts must continue in the future. It is unfortunate that not all kids can benefit from such a program. It is obvious that creating something like we did will have a lasting effect on the students. The boost in self-esteem was definitely noticeable in our young artists."

"Rachel Ballem was a major player in the project. She was amazing and the project would not have been the same without her. She has the skills to help the students create their sculpture and the passion to make them want to create a masterpiece. The paperwork and the forms were definitely a downfall to this project, but would not stop us from doing it again. The advantages were much more apparent and will be remembered forever."



# École Saint-Augustin

35 STUDENTS - GRADES 1 TO 6



\$6,705



## THE ARTISTS

Lennie Gallant  
Ginette Turgeon  
Louise Daigle

## THE PROJECT

*Un nouveau regard (A new look):*

The students helped create a compilation of texts on the Acadian history, traditions and culture of the Rustico region. They also helped to compose a song with a well-known singer-songwriter from the area. The students will also put this song into images by creating a mural.

## GOALS

- Affirm students' cultural identity
- Enriched writing
- Apply knowledge when writing texts
- Conserve heritage
- Problem-solving
- Develop musical skills

## THE PROCESS

The students were able to use their learnings acquired in French, social studies, music and art. Students in Grades 1 to 6 participated in this project, which lasted more than four months.

This project, called “Un nouveau regard” (A new look), allowed students and teachers of École Saint-Augustin to explore the French language and Acadian culture. It was developed by the teachers and included several components that helped students become more aware of the importance of their language and culture. We discovered our Acadian history through a number of activities for the students and the community. Finally, we thought about tomorrow by imagining the future of the Rustico community and the role it will play in the Francophonie.

Photo: La Voix acadienne







## RESULTS

With this project, the teachers wanted to build the students' feeling of pride and belonging to their school, language and culture. The activities in the ArtsSmarts program had a profound effect on both the students and teachers. They covered different learning results, which definitely helped the students. However, having an enriching experience in which they could contribute to school and community life had an important impact on the students. They learned to express the reasons why the French language is so dear to them, and they learned to recognize the important symbols characteristic of the Prince Edward Island Acadian history and culture and the reality of Acadians today. The mural and song are images they created for future generations of students at École Saint-Augustin. These images will also remain etched in their minds for many years to come.



## QUOTES FROM PARENTS/TEACHERS

Since the school has only been open since 2000, we are still trying to establish our place in the community. We are working to build school spirit and a feeling of belonging for students who choose our French school. This project was an opportunity to come together and build a common identity. All the participants – students, teachers, artists, parents and community members – felt the benefits. We knew that we were part of something special.



# Birchwood Intermediate School

## 23 GRADE 8 STUDENTS – LATE FRENCH IMMERSION



\$6,290



### THE ARTISTS

Louise Lalonde  
Paul Ness  
Sylvie Toupin  
Louise Daigle  
Murielle MacDonald  
Ginette Turgeon  
Monique Lafontaine

### THE PROJECT

*Courir la Chandeleur* (Celebrating Candlemas): Students produced *Courir la Chandeleur*, a short film (21 minutes) based on a book by Georges Arsenault.

### GOALS

- Learning traditional songs
- Participating in a play
- Doing a public presentation
- Making props

### THE PROCESS

The students participated in almost all phases of the production. All the artists helped make the project go smoothly.

### RESULTS

- All the learning goals were attained.
- The students learned mainly about Acadian history.
- They built on their social interaction and teamwork skills and did so with a positive attitude.
- They spoke and sang in French, and they listened to many others speak as well.
- They really developed their creativity in the organized workshops. Some students were able to demonstrate their talent, while others discovered skills they did not know they had.
- They formed a critical judgment by expressing their ideas about all aspects of the film.
- Using their existing knowledge and taking risks with their newly acquired knowledge, the students acquired unparalleled self-esteem.





### QUOTES FROM PARENTS/TEACHERS

“ They had a unique experience that they will remember for the rest of their lives.”

# Spring Park Elementary

**418 STUDENTS - GRADES 1 TO 6**



**\$7,258**



**THE ARTISTS**

Debbie Thompson  
Everett Johnson

## THE PROJECT

*Growth Through the Seasons* – 3x6 stained glass work:  
The central piece of work is a tree which serves as a symbol of growth in mind, body and spirit. Across the piece there is a transition in colour, foliage and theme from spring to winter.

## GOALS

Changes and growth were the desired outcomes of the Living Values Program. By increasing awareness and knowledge of the 12 core values, teachers anticipated seeing change in students' attitudes, tolerance and behaviour. The project focused on personal and spiritual growth.

## THE PROCESS

The development process to create the design of the stained glass piece was inspired by the 400 students' pictures, which the artists used to coordinate every element of the design. Students participated in and/or observed the cutting of the glass and the wrapping of the copper foil.







## RESULTS

Working around the theme Growth Through the Seasons, teachers and the artist worked collaboratively. Teachers integrated creative writing into the theme, while the artist focused on the children's development, where each event in the child's life became a season.



## QUOTES FROM PARENTS/TEACHERS

"The piece brightens up the hallway."

"Supports school unity."

"The students had the opportunity to really contribute to the physical part of our school."

"I am amazed at how well it went and how fantastic the result is."

"Students and staff worked together on a daily basis, this was a powerful team-building activity."

"There was a warm community feeling of working together towards a common goal."



# West Royalty Elementary

60 GRADE 3 STUDENTS



\$1,204



**THE ARTISTS**

Maurice Bernard  
Kate Moss

## THE PROJECT

*Beacons of Light :*

The students participated in the creation of a dance and song – *Beacons of Light*. A lighthouse mural was also painted. Model lighthouses were created and there were storytelling activities which focused on various Island lighthouses.

## THE PROCESS

Math – map reading, geometric solids, measurement

Social Studies – mapping skills, people-place-time, continuity, change

Science – materials and structure

Phys Ed – dance

Music – song

Language Arts – speaking, listening, writing

Art – mural line, texture, colour, perspective





### RESULTS

- Students were able to propose and evaluate solutions to building challenges.
- Students created a mural to show their understanding of perspective in a painting.
- Students used dance and song to build self-esteem and developed their concept of working together.
- Students explored the representation of children as Beacons of Light through their stories.

### STUDENT COMMENTS:

- "I really didn't know I could draw so well."
- "I can't wait until tomorrow."
- "Now that I can draw, I think I rock."
- "I experienced that you can make an excellent sketch of anything if you try your best."



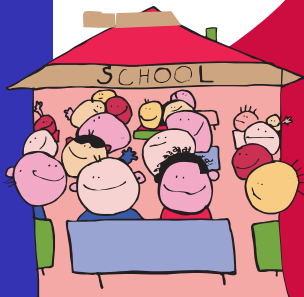
### QUOTES FROM PARENTS/TEACHERS

"At a time where we are experiencing so many cutbacks, I wish people could see for themselves the benefits of the ArtsSmarts Program."

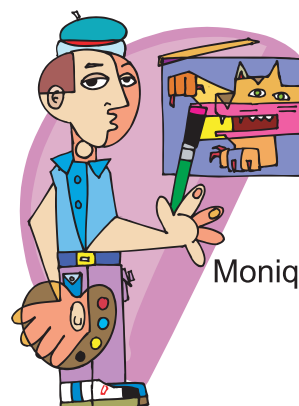


# École La-Belle-Cloche

25 STUDENTS - GRADES 1 TO 6



\$1,737



**THE ARTIST**

Monique Lafontaine

## THE PROJECT

*Notre patrimoine – La cloche de Rollo Bay* (Our heritage – The Rollo Bay Bell): The project consisted of producing, staging, creating and writing a play. All the students were on stage.

## GOALS

The target was to develop the students' imagination and creativity and to have them recite texts in French.

## THE PROCESS

In the first step of the project, the students put forth ideas for the play, which we then wrote. To make sure that the story would be told correctly, we asked a historian from the region to check the historical facts. The second step consisted of designing the props and staging. Lastly, the students presented the play, which was a hit with the community. Parents said they thought the project was great.





### RESULTS

The play *Notre patrimoine – La cloche de Rollo Bay* helped the students gain a feeling of pride and belonging to the Acadian culture.

The project helped to reach many objectives, including:

- affirm cultural identity;
- enrich writing;
- apply knowledge when writing texts; and
- conserve heritage.



### QUOTES FROM PARENTS/TEACHERS

This project will always remain in our hearts and in the school's memory. The play was very important for the students and the whole community. Our school is now officially known as École La-Belle-Cloche.

