

## **Artists and Education Funding Opportunity April 1, 2019 Deadline General Expert Panel Comments**

Outlined below are comments made by the Expert Panel during its assessment of applications submitted to the April 1, 2019 **Artists and Education** funding opportunity deadline.

Please note that these comments provide a summary of the Expert Panel's assessment and do not necessarily relate to every unsuccessful application submitted to this deadline. **The Expert Panel does not provide individual comments.**

### **Expert Panel Comments:**

The Expert Panel felt that the overall quality of the applications was high and appreciated the scope of arts activities proposed for residency projects in schools. Priority was given to projects where applicants demonstrated the following:

- Schools should describe at the beginning of their application a profile of their school population, programming and community. Please indicate clearly the school name, grade range, specialized programming (if applicable) and population demographic.
- The Expert Panel found it important to know the ratio of artists to students when a contracted arts organization provides its programming with numerous artists.
- It is very helpful when project descriptions also provide a detailed schedule demonstrating the arts activity for each grade/class. The Expert Panel appreciated having a solid understating of the amount of time each grade engaged in the creative process with the artist(s).
- While the Expert Panel appreciated that, some residencies concluded with a permanent display of artwork, applications should demonstrate that students are actively engaged in all aspects of the work's creation. It is beneficial to have the students be a part of the entire process during the residency.
- Expert Panelists also saw benefit in providing support to schools that were undertaking residency projects for the first time in their history.
- The Expert Panel appreciated when the artist offered an in-service to the teachers of the school so that the teachers can benefit from the artist knowledge and understand the creative process, which would occur within the school.

- The Expert Panel appreciated proposals that articulated how the arts activity will continue post residency and how learned skills will be utilized and integrated by the school in the future.
- Expert Panelists cannot know the work of all arts organizations or artists. Applicants should not assume knowledge of their residency partners' work and history. Project descriptions and resumes should provide sufficient information for panelists to understand the merit and capability of artists to achieve the residency aims and goals.
- The Expert Panel is responsible for reviewing numerous applications and clarity and ease-of-reading is essential. Applicants should also ensure proposals have been proof-read to correct any typos, grammatical errors, and inconsistent formats.

The Expert Panel also advised that future applicants should consider the following:

- It is not recommended that applications rely heavily on cut and pasted information from artist website. Schools that made less effort to develop a tailored proposal and relied mostly on template information provided by the artist were not scored as highly by the Expert Panel.
- A school can compete more effectively and distinguish its proposal with a personalized description of the school and community, and how the project activities, directions and objectives will be realized as a unique arts experience for their students. Artist residency information is an important component, but should not be used as a substitute for a fully developed proposal that addresses the impact of the residency on the school and its students.
- Residency projects that include Indigenous themes and/or people need to demonstrate Indigenous consultation and protocols with Elder's and knowledge keepers. The Expert Panel found that Indigenous themed projects were greatly strengthened when including local and other indigenous artist(s) in principal roles.
- Proposals by schools that focus on the artist's work as opposed to student learning, art skills development and creative process were not scored as strongly.
- Inclusion of additional support material of participating artists, such as past school residency or applicable testimonials, letters of reference and examples of past work serve to strengthen applications.