



ADMINISTRATIVE REPORT

Report Date: November 15, 2016
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Meeting Date: November 30, 2016

TO: Standing Committee on Policy and Strategic Priorities
FROM: General Manager, Community Services
SUBJECT: 2016 Cultural Grant Allocation to Assist Emerging Individual Artists

RECOMMENDATION

THAT Council approve a grant of \$50,000 to ArtStarts in Schools to deliver the second year of Independent Arts and Culture Fund to support emerging individual artists. The source of funds to be the 2016 Cultural Grants Budget, and disbursement subject to:

- an evaluation of the first year pilot program,
- a report-back to Council from staff with any changes required to enhance access and impact for the program moving forward.

Approval of this grant requires eight affirmative votes.

REPORT SUMMARY

This report provides an update on the development, delivery and findings to date of the pilot Independent Arts and Culture Fund (Creative Spark Vancouver) in supporting emerging artists working with young people to create life-long learning and engagement in the arts.

COUNCIL AUTHORITY/PREVIOUS DECISIONS

On January 20, 2015, a Council directive to staff was to develop a program to increase access to funding for independent local artists in consultation with the Arts and Culture Policy Council.

On December 15, 2015, Council approved the first disbursement of the Independent Arts and Culture Fund grant of \$52,500 to ArtStarts in Schools (RTS 11140) to deliver the pilot *Creative Spark Vancouver* grant to emerging artists working with young people between the ages of 5-18. An initial four-year agreement was signed with ArtStarts in Schools for the inaugural term (2015-2018) to deliver the Independent Arts and Culture Fund (Creative Spark Vancouver) program with funding re-granted to artists and administration fees.

CITY MANAGER'S/GENERAL MANAGER'S COMMENTS

The City Manager recommends approval of the foregoing.

REPORT

Background/Context

Council's 2015 directive created a new opportunity for civic investment into an existing gap in the Cultural grants program (arising from limitations of the Vancouver Charter which does not contain a provision that allows the City to directly provide grants to individuals) – working with Vancouver's emerging artists. In 2015, after considerable research, staff approached ArtStarts in Schools also known as 'ArtStarts' to partner in the development, launch and delivery of the pilot Independent Arts and Culture Fund.

ArtStarts is a Vancouver-based, multi-disciplinary, established not-for-profit arts organization led by professional staff and an active, engaged board with a mission to promote art and creativity among young people and support artists in British Columbia. With an annual operating budget of \$2.9 Million and more than 200 grants dispersed annually, ArtStarts has strong systems in place to administer a robust granting program that it delivers on behalf of other public sector partners such as the BC Arts Council and the Arts in Education Council of BC. ArtStarts is a highly respected organization in a considerably limited pool of organizations which have the pre-existing programmatic model, staff and organizational capacity to administer granting programs directly to artists with reasonable administrative costs for a granting program at a \$50,000 annual level.

In partnership with Cultural Services staff, ArtStarts adapted a pre-existing granting model they deliver in the Columbia Basin, Creative Spark, which supports artists to engage young people in schools and communities through small, arts-based projects. ArtStarts worked to create a process that reduced barriers for emerging artists as they begin to build their capacity to write grants to support their projects. Based on this, the recommended best practices determined the criteria for the program and are as follows:

- size(s) of grant- one grant amount—up to \$1,000 annually
- eligibility requirements:
 - be a resident of the City of Vancouver, or a resident and member of the Musqueam, Squamish or Tsleil-Waututh First Nations
 - be an emerging artist of any age in any artistic discipline
 - has specialized training (university graduation or equivalent, self-training, or training in a culturally-specific tradition)
 - has completed training within the last five years
- reduction of barriers to application - streamlined essay and budget sections
- adjudication process - ArtStarts staff team reviews the criteria and makes determinations
- safety - criminal record check required
- number of intakes per year - originally recommended 2 times per year

Full program information can be found in Appendix A.

Strategic Analysis

To date, 29 emerging artists from varying disciplines and backgrounds have been supported to create artistic opportunities in Vancouver neighbourhoods, across disciplines and with varied levels of age-appropriate programming. The detailed list of recipients and array of project mandates is outlined in Appendix B. Through these projects artists will integrate indigenous cultural traditions into classroom curriculum, nurture creativity with youth of hearing impairment, bridge the gap of knowledge between families from the Musqueam reserve and Marpole neighbourhood, explore the healing power of drama through working with young residents of Ronald MacDonald House at the BC Children's Hospital, to name a few.

ArtStarts used its existing networks of professional arts and arts-based non-profits to promote the program to networks of youth-engaged artists and Cultural Services promoted the program through its channels to its grantee organizations and institutions. ArtStarts led a promotions campaign to build awareness supported by the City of Vancouver, rolled out in the first and third quarters of 2016. However, ArtStarts' primary pool of professional artists and Cultural Services' primary pool of professional arts institutions are connected less directly to networks of emerging artists and have required additional efforts in order to meet the annual goals.

Although interest in this pilot program has been gradually growing; after the first two intakes, ArtStarts and Cultural Services staff determined a third intake in December 2016 would further build awareness with Vancouver's emerging artist networks necessary to see a full realization of the annual targets.

ArtStarts and Cultural Services staff have created a communications plan to identify new hubs in emerging artists' networks through which to promote the program that includes arts programmers at community centres, community arts organizations and teaching artists' networks. These activities will ramp up during the four weeks preceding the December 15th, 2016 intake. These efforts include increased promotions through the City's and ArtsStarts' social media channels, distribution of increased print materials and direct outreach to key community arts leaders.

At the end of 2016, 45 new artists will have accessed opportunities to increase their artistic capacity through projects ranging from public art in parks, site-specific dance, craft workshops, puppetry and adaptive arts. The creative projects span individual expression, cultural bridging, ecological awareness, language development and social skills supports. Table 1 provides a summary of 2016 applicants and budget.

TABLE 1 - APPLICANTS AND BUDGET FOR 2016

Intake Period	Total Applicants	Total Funds Requested	Recipients	Total Funds Disbursed
Apr-16	21	\$20,697	19	\$18,697
Aug-16	8	\$7,998	2	\$2,000
Dec-16	TBD	\$16,305	16**	\$16,305
Total	TBD	\$	45	\$45,000*

*Total grant is \$50,000: \$5,000 for administration and \$45,000 for grants distribution. **16 recipients expected to be awarded after the December 2016 intake

The final reports on the projects are being completed, and will provide the data necessary to evaluate the demand, artistic development and public impact of the program. In 2017, the partners will work together to use this data to develop common metrics. Staff will continue to consult with the Arts and Culture Policy Council to ensure that the program serves Vancouver City Council's objectives—namely to support emerging artists without a track record of receiving grants to build their capacity and confidence and leverage civic grant support early in their careers.

Financial

Approval of this recommendation will allocate \$50,000 to ArtStarts in Schools from the 2016 Cultural Grants budget, leaving no remaining balance in the 2016 Cultural Grants budget. As per the partnership agreement, ArtStarts retains \$5,000 to administer the program and \$45,000 to distribute in grants. This will be the second year in a four-year commitment to ArtStarts in Schools for the inaugural term (2015-2018) of the program.

CONCLUSION

By the end of 2016, this new program will have created opportunities for 45 artists who have previously not accessed funding from the City of Vancouver.

An evaluation of the first year of the pilot program will determine the demand, artistic development and public impact. It will also determine what adjustments are needed to meet Council's objectives to reduce barriers to increase participation and better support emerging artists' access to low-barrier grant opportunities. After the evaluation is completed in the spring of 2017, staff will make recommendations to Vancouver City Council on strategies for adapting and continuing support of the program.

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Creative Spark Vancouver

Grant Application Guidelines

Small projects can make a big impact. Emerging artists across all disciplines living in the **City of Vancouver** who have an interest in building their careers and working with young people in an arts-based capacity are invited to apply for Creative Spark Vancouver.

If you relate to the statements below, then this grant is designed for you:

- I'm an emerging artist looking to explore career opportunities
- I'm interested in working with young people and need support to start
- I have a project idea but don't have the funds to cover the required materials and supplies

Creative Spark Vancouver supports emerging artists (of any age) to engage young people in arts-based projects. The grants offer 100% funding for small projects, up to \$1,000. Grant funds are intended to cover artist fees, project materials and supplies, rentals and honoraria.

Creative Spark Vancouver enables emerging artists to gain experience on small projects that could lead to new career opportunities, new community relationships, different perspectives on arts and education, future learning opportunities and exciting multi-faceted projects.

Goals

Before you apply, please make sure your project fulfills the Creative Spark Vancouver goals:

- Build the capacity and confidence of emerging artists working with young people and arts-based learning;
- Provide young people opportunities to engage actively in the arts; and
- Embrace diversity, innovation and artistic excellence.

Eligibility

Applicants can apply for one grant per intake. There are three intakes in 2016 (April, August and December). In order to be considered for funding, applications must meet the following criteria:

The applicant must:

- Be a resident of the City of Vancouver, or a resident and member of the Musqueam, Squamish or Tsleil-Waututh First Nations.
- Be an emerging artist of any age in any artistic discipline (e.g. Aboriginal arts, community arts, dance, disability arts, interdisciplinary, literary, media, multidisciplinary, music, theatre, visual arts).

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Creative Spark Vancouver is disourced by ArtStars in Schools and funded by the City of Vancouver



For the purpose of this grant, an emerging artist is defined as one who:

- o has specialized training (university graduation or equivalent, self-training, or training in a culturally-specific tradition) in one or more of the artistic disciplines listed above
- o has completed training within the last five years
- o is committed to developing a practice and career that will allow them to work full-time in an arts-based practice when financially possible

Registered organizations and businesses are not eligible to apply.

The project must:

- Take place in the province of British Columbia
- Involve young people (ages 5-18)
- Focus on arts-based learning in any artistic discipline
- Be planned for the future and cannot have been completed prior to applying
- Be completed before the reporting deadline

ArtStarts in Schools staff will review all applications for eligibility. Applications not meeting the above eligibility criteria will not be considered for funding.

Submission

The application form must be downloaded, completed and submitted before the deadline posted at artstarts.com/creativesparkvancouver. There are three intakes in 2016: April, August and December. In addition to the application form, applicants must submit the following:

1. **Portfolio** in one of these forms:
 - a. Attach up to 5 images of your work (images should be under 8mb in total)
 - b. A link to a video or sound piece (max 5 minutes)
 - c. A written sample of poetry, creative writing or short story (max 500 words)
2. **Artist CV:** for information on how to write an artist CV, visit: carcc.ca/cvformat.html

A **Peer Reference Letter** may be provided as additional support material. This reference letter from a peer artist should speak about you as an artist and your artistic practice.

Submissions must be typed and emailed to creativespark@artstarts.com.

Assessment

Only applications that meet the eligibility criteria will be considered for funding. Applications will be evaluated based on the project's viability, the ability of the project to achieve the goals of the grant, and the quality of the applicant's art practice. Additionally, the peer reference letter (if provided) will provide further evidence of community support.



Applicants may reapply after successfully completing and reporting upon a Creative Spark Vancouver funded project. However, in such cases, projects must incorporate learnings from and/or build upon previously successful Creative Spark Vancouver projects completed by the applicant. When demand exceeds available funds, preference will be given to new applicants.

Awards

Creative Spark Vancouver offers 100% funding for projects, up to \$1,000. Applicants will be notified of the outcome within two months of the application deadline.

Successful applicants must ensure their compliance with the Criminal Records Review Act of the Province of British Columbia. To fulfil this requirement, the successful applicant must complete a Criminal Record Check through the [British Columbia Ministry of Justice's Criminal Records Review Program](#) and have no criminal record found for the purpose of working with children. This Criminal Record Check costs \$28, payable by the applicant, however it is an eligible expense in your funding request. ArtStarts requires proof of compliance with the Criminal Records Review Act of the Province of British Columbia (a Clearance Letter) as a condition of the Creative Spark Vancouver funding. Once this condition is met, the grant cheque will be sent to the successful applicant within two weeks.

Funds must be spent and the project must be completed before the reporting deadline, approximately 6-8 months after the application deadline (see fixed deadlines at [artstarts.com/creativesparkvancouver](#)).

Budget

All applicants are required to submit a detailed budget that includes a clear breakdown of how funds will be spent. The budget must:

- Only include expenses directly related to the proposed project
- Show a clear breakdown of the material costs involved in the project
- Only include eligible expenses (see below)

Eligible Expenses
<ul style="list-style-type: none">• Applicant's Artist Fees• Applicant's Criminal Record Check fee• Materials and Supplies• Venue rentals*• Tool and equipment rentals• Honoraria for other contributors up to \$50 per person, not to exceed \$100 total for the project

* A few projects from each intake will be selected to use the [ArtStarts Lab](#) at 808 Richards Street for their event/workshop free of charge. Details provided below. You will be able to indicate interest in this offering in your application.



All expenses not listed explicitly as eligible are ineligible. Examples include, but are not limited to: capital expenses (items that are not used up through the project, such as iPads or tools), classes and/or professional development. Ineligible expenses cannot be included in the budget.

How to Apply

- Download the most current application form online: artstarts.com/creativesparkvancouver
- Fill out the application form while referring to these grant guidelines and the Frequently Asked Questions below
- Ensure all sections of your application are complete; incomplete applications will not be considered for funding
- Submit a Portfolio, Artist CV, and Peer Reference Letter (optional) with your application
- Submit your typed application as a Word Document along with the required support materials by email to creativespark@artstarts.com
- Applications must be received by 4pm on the deadline date stated on the website. Late applications will not be considered for funding.

Reporting Requirements

All grant recipients are required to submit a Final Report by the reporting deadline for their intake. The Final Report form can be found at artstarts.com/creativesparkvancouver. If a previously successful applicant applies for a subsequent grant, the Final Report must be received on or before the application deadline. If a Final Report is not submitted by the noted deadline, the applicant may be ineligible for future funding through ArtStarts in Schools.

For more information, please contact Laura Aliaga, Grants Manager
Tel: 604.336.0626 ext. 108 | Toll free: 1.855.292.7826 | Email: laura@artstarts.com



Creative Spark Vancouver ArtStarts Lab

In 2006, ArtStarts opened the first public gallery in Canada dedicated to young people's art. Located in the heart of downtown Vancouver at 808 Richards Street, this 5,000 square foot facility is brimming with creativity. It includes the ArtStarts Gallery on the main floor, and a boardroom, office space and the ArtStarts Lab on the second floor.

A few projects from each intake will be selected to use the [ArtStarts Lab](#) at 808 Richards Street for their event/workshop free of charge. You will be able to indicate interest in this offering in your application.



The ArtStarts Lab is a multi-purpose space suitable for a variety of events such as workshops, performances and readings. Suitability of your event will be considered case-by-case. There are tables, chairs, a whiteboard, a projector, a sink and Wi-Fi available. The event must take place between 10am and 5pm, any day of the week, excluding statutory holidays.

Capacity: 40-60 people	Dimensions: 20 x 34 ft	Area: 680 sq ft
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Please note that the applicants who use the space will be required to sign a User Agreement.



Creative Spark Vancouver FAQ

Budget and Eligibility Requirements

Can I still apply if I live outside the City of Vancouver and am not a resident and member of the Musqueam, Squamish or Tsleil-Waututh First Nations?

Only artists who live in the City of Vancouver or who are residents and members of the Musqueam, Squamish or Tsleil-Waututh First Nations are eligible to apply. However, your project can take place anywhere in British Columbia.

How should I calculate my artist fees?

Applicants should determine their own fees based on their prior level of experience. Fees are calculated based on the number of hours spent developing, preparing and executing the project. Artist fees can only be paid to the applicant; other artists working on the project can only be provided honoraria (see below).

For your reference, here is a list of organizations that offer guidelines on professional artist fees:

- [Canadian Artists Representation/Le front des artistes canadiens/CARFAC](#)
- [Canadian Actors Equity Association](#)
- [Canadian League of Composers](#)
- [Canadian Alliance of Dance Artists](#)
- [Professional Writers Association of Canada](#)

How do I create my budget?

List all eligible expenses in the Expenses table with details of how each cost was calculated. Additionally, list all sources of income, including the grant funds and donations, in the Revenues table. Total Project Expenses must equal Total Project Revenues.

Artist fees should be broken down into hours spent on different activities. The Criminal Record Check fee of \$28 can be added with the artist fees. All of your other project expenses should fall into one of the following three categories: Materials and Supplies, Rentals, and Honoraria. Examples of eligible expenses are:

Materials and Supplies	Rentals	Honoraria
<ul style="list-style-type: none"> • Paint • Markers • Paper • Clay • Wood • Hardware (assembly or mounting) • Brushes • Ink • Dye • Fabric • Wool • Printing (e.g. instructions) • Cleaning supplies 	<ul style="list-style-type: none"> • Venue (performance hall, workshop, rehearsal space etc.) • Specialized tools (woodworking, etc.) • Technology/Equipment (iPads, cameras, sound system, lighting, etc.) • Instruments (violins, etc.) • Sets or props 	<ul style="list-style-type: none"> • A maximum of \$50/person, not to exceed a total of \$100 for the project

The items listed in this table are provided as reference only, and are not intended to be a complete list of all eligible expenses.



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EXAMPLE 1: Project expenses equal to or lesser than \$1,000

Expenses	Cost
Alex Jacobs artist fees: \$35/hour x 7 hours prep	\$245
Alex Jacobs artist fees: \$35/hour x 3 workshops x 3 hours each	\$315
Alex Jacobs Criminal Record Check fee	\$28
Wool & Natural Dyes	\$100
Honourarium for Susan Jones, BC Forestry representative	\$50
Honourarium for Jane Willis, Artist & project assistant	\$50
Room rental @ community centre	\$200
TOTAL PROJECT EXPENSES	\$988
TOTAL FUNDS REQUESTED (up to \$1,000)	\$988

Revenues	Cost
Creative Spark Vancouver	\$988
TOTAL PROJECT REVENUES	\$988

EXAMPLE 2: Project expenses greater than \$1,000

Expenses	Cost
Lizzy Worth artist fees: \$40/hour x 20 hrs	\$800
Lizzy Worth Criminal Record Check fee	\$28
Rental of theatre @ \$50/hr for 4 hrs	\$200
Fabric for costumes	\$100
Rental of musical instruments	\$200
Hardware and paint for set	\$150
TOTAL PROJECT EXPENSES	\$1,478
TOTAL FUNDS REQUESTED (up to \$1,000)	\$1,000

Revenues	Cost
Creative Spark Vancouver	\$1,000
Fundraiser	\$478
TOTAL PROJECT REVENUES	\$1,478

What can I do if my budget exceeds the \$1,000 grant amount?

If your project budget exceeds the maximum (\$1,000), you should look for other sources of funding. You might consider a fundraising event, soliciting private donations, seeking corporate sponsorship or other grants (aside from those administered by ArtStarts).



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What is a Curriculum Vitae (CV)?

A CV is an artist's resume. For tips on writing one, [please refer to this template](#).

How often can I apply?

Artists are able to apply once per intake. Creative Spark Vancouver has three intakes for 2016: April and August and December. Applicants may reapply after successfully completing and reporting upon a Creative Spark Vancouver funded project. However, in such cases, projects must incorporate learnings from and/or build upon previously successful Creative Spark Vancouver projects completed by the applicant. When demand exceeds available funds, preference will be given to new applicants.

Application and Assessment

How long should my application be?

The length of the application can vary. You should be thorough, yet succinct in your answers. In general, completed application forms average about 5-6 pages in length using 11pt Arial font, plus required support materials: **Portfolio** (one of: 5 images, video or sound max 5 minutes long, or written sample max 500 words); **Artist CV** (2-3 pages); and optional **Peer Reference Letter** (one page).

Who reviews my Creative Spark Vancouver application?

Program staff at ArtStarts in Schools initially reviews the application for eligibility. A committee of staff and volunteers will review all eligible applications using a scoring rubric based on the project's viability, the ability of the project to achieve the goals of the grant, and the quality of the applicant's art practice. Additionally, the peer reference letter (if provided) will provide further evidence of community support.

What can I do if my application is not approved?

If your application is not approved, you will receive a letter with feedback based on your application. Please contact Emily Beam, Grants Manager, at emily@artstarts.com or 604.336.0626 ext. 108 if you require further support. You are eligible to reapply for the same project in future intakes after incorporating feedback recommendations into your application.

When will I know if my project is receiving funding?

Applicants will typically be notified of their status within two months of submission. Successful applicants can also expect to receive their funds after the criminal record check condition is met.

When is the deadline to apply?

Please check the Creative Spark Vancouver webpage for the latest deadlines: artstarts.com/creativesparkvancouver.



Reporting and Documentation

When is my Final Report due?

When you are awarded a grant, the decision letter will contain the Final Report deadline, approximately 6-8 months after the application deadline. The Final Report form can be found at artstarts.com/creativesparkvancouver. If a previously successful applicant applies for a subsequent grant, the Final Report must be received on or before the application deadline. If a Final Report is not submitted by the noted deadline, the applicant may be ineligible for future funding through ArtStarts in Schools.

How should I document my project?

All grant recipients are required to provide documentation along with their Final Report. There are lots of fantastic ways to capture the impact of a project. Try to take process photos as well as pictures of the actual event or project. Capture any memorable quotes relating to the project and save any newspaper or magazine articles if your project is featured. You can take video, write blogs, or document the project in any other way that seems fitting!

Please note that by submitting this information you authorize ArtStarts to use the submitted photos and material for media requests and ArtStarts publications including, but not exclusively limited to, brochures, posters, website, e-newsletters and annual reports. You need to secure consent from the individuals involved or their parent or guardian if they are minors. An Image Release Form template is provided at artstarts.com/resources-artists.

Creative Spark Vancouver



April & August 2016 Intake - Interim Project Summary

Artist Name	Project Title		Amount Disbursed \$
Babette Santos	The Babaylan Inspired Butterflies Project	The Babaylan (Healer, indigenous Filipino term) Inspired Butterflies Project (BIBP) is a project based learning opportunity for grades 4-12, integrating indigenous cultural traditions and arts into the curriculum: English Language Arts, Mathematics, Social Studies, Science, Art Education, Physical and Health Education.	1,000
Barbara Adler	Diorama*rama!: Wild Futures	<p>Diorama*rama!: Wild Futures is an arts-integrated learning project for young people devised by interdisciplinary arts collective The Public Swoon. In this edition of the project, young people ages 5-12 work with storyteller\musician Barbara Adler and visual artist\designer Lukas Engelhardt (applying separately) to create a multimedia diorama inspired by ideas of ecosystem and sustainability. The project will be presented as three, two-hour workshops during an Arts Summer Camp, organized by the Moberly Community Centre.</p> <p>Starting from the prompt: “imagine what our world would be like if there were only animals,” participants will explore the concept of the earth as a closed system. By exploring what the world would be like without humans, students can tease out both the good and bad impacts of human life on the natural world. Depending on their developmental level, participants may be able to think through these relationships in terms of environmental responsibility. They may also consider humans as animals, and develop an appreciation for the essential interconnection between every element of the earth’s systems.</p> <p>Using simple materials, participants will each create three-dimensional, small-scale dioramas that represent a story or a scene from this imagined world. To make the theme of sustainability more accessible, the dioramas will be made with limited resources. The participants will start with some basic materials and then make trades with each other to acquire the materials they want to use. By making the participants aware of their dioramas as part of a larger, closed system, we hope to encourage collective thinking, resourcefulness and personal responsibility for sustainable practices. We also hope to make this process fun: by using a game format to gather materials, we hope to provide an entry point for participants who may be intimidated or inexperienced in visual art-making.</p> <p>At the end of the summer camp, participants will each take home their own diorama, a storyboard, and a postcard with instructions and a link to a password-protected, private webpage, hosted by the artists. There, each diorama will be presented as a GIF and a downloadable MP3 of the accompanying story. The postcard will give information about the project as well as suggestions to families about how they can engage with the multimedia diorama. Given the extremely condensed time format of this project, the artists will do the work of creating the GIFs and mixing the recordings. In future iterations, we would love to explore how these portions could be accessible to the participants as well</p>	1,000

Carling Wong-Renger	Open Mind, Open Hearts - vision of young artists with hearing impairment among us	This proposed class will provide an opportunity to nurture creativity and artistic skills in a class of youth with hearing impairment. Students will learn skills in painting and drawing with pastel; basic colour theory; composition and art history on pastelists, such as Edgar Degas, Mary Cassatt and contemporary artist, Daniele Richard (Quebec). At the beginning of each class, there will be demonstration of techniques, theory and art history, and on site practice. Each student will receive one on one instruction, and focus on their artistic skill level at their own pace. They will be assisted to develop their portfolio if they are interesting in entering post secondary art education.	1,000
Enalyne Point	Weaving Communities Together	To bridge the gap of cultural differences by inviting families from the Musqueam Reserve and Marpole Oakridge Family Place (MOFP) to attend the art project "Weaving Communities Together" taking place during the "Kinder Ready Parent Ready" program. Families will go to the Musqueam Reserve to learn about plants and berries that can be used for dyeing wool to weave with. This will be facilitated by Enalyne Point as the emerging artist and mentored by McGary Point as a Master Weaver. Once the initial field trip is done, children will be taught weaving skills on a weekly basis with the goal of creating a community weaving that once completed will be displayed alternately at the Musqueam Reserve and MOFP. McGary as a Master Weaver will mentor Enalyne through the project and both will help with the families at the Musqueam Reserve and Carol Chu will help with the families at MOFP. Enalyne Point has 6 portable looms that will be used by the children to create the weaving.	1,000
George Rahi	Creating a Musical Playground	Taking place at the Hadden Park Fieldhouse studio, my project turns the studio and surrounding park space into a musical playground for youth, with hands-on activities in instrument making facilitated on select Sunday afternoons from June to August. A series of large-scale sculptural instruments will be installed in the studio and yard on the day of each workshop to serve as an attraction and inspiration for youth to make their own instruments. Each day I will have prepared materials that youth can use to make their own instruments to play with. This project will be free and promoted towards youth and their families.	1,000
Isabelle Kirouac	Liquid Bodies - Dancing the landscape and ecology of Trout Lake	Through the project Liquid Bodies, I would like to offer a site-specific dance workshop designed specifically for youth (12-18) and taking place both inside at the Dusty Flowerpot Studio and outside in John Hendry Park on July 4-8, 2016. This workshop will culminate in an informal outdoor public presentation in the park during the Trout Lake farmer's market on July 9, 2016.	1,000

Janice Cheung	Into the Jungle >exploring art media	In conjunction with Errington Elementary's Connect Ed program > a program allowing students to participate in the real world, hands on learning around art, sport, and recreation. Students will be exploring different art mediums such as drawing, painting, and clay under the theme "Into the Jungle" in a 4 week session on wednesdays of May 2016. Each class will go as follows: - introduce the medium; explaining the functions, varieties, and showing examples of use -let participants experiment with the medium -apply skill and technique in a step by step project using the medium.	890
Jayne Pivik	Empowerment Through Storytelling and Illustration	The aims of this project are to provide an opportunity for children to: participate in the creative arts, provide a forum for self-expression, an opportunity to explore culture, enhance language, and support social and intellectual development. Children attending an afterschool program will be supported in writing either a storybook or graphic novel and illustrating it. They will be encouraged to write about positive strengths-based stories that are relevant to their lives (or their imagination) and taught the basics of storytelling and illustration. Their books will then be bound and provide the children the opportunity for marketing and selling their books. It is hoped that sales from the books will provide the children, funds for a registered education plan as well as a small arts based community service project in their neighborhood.	1,000
Jordan Watkins	New Media Imagination in Motion	These workshops will be a part of the East Van Young Creators Collective, a new group that is being sponsored by Green Thumb Theatre. This company engages young people in the creation of theatre art and provides mentorship with playwriting, acting, and direction. Throughout the month of September 2016 I will assess the interests and learning needs of these young artists. I will provide up to 12 hours of workshoping with the goal of bringing their design creations to life.	1,000
Lukas Engelhardt	Diorama*rama!: Wild Futures	Diorama*rama!: Wild Futures is an arts-integrated learning project for young people devised by interdisciplinary arts collective The Public Swoon. In this edition of the project, young people ages 5-12 work with visual artist/designer Lukas Engelhardt and musician/storyteller Barbara Adler (applying separately) to create a multimedia diorama inspired by ideas of ecosystem and sustainability. The project will be presented as three, two-hour workshops during an Arts Summer Camp, organized by the Moberly Community Centre.	1,000

<p>Maria Tikhonova</p>	<p>Craft my city</p>	<p>Craft my city workshop is designed for children 9 through 11 years of age. The workshop will explore the theme of re-using of paper scraps such as cardboard, cereal boxes and yogurt containers to create structural artistic 2-D artworks.</p> <p>The idea for the workshop came to me when I was watching my 10-year old son playing Minecraft. It occurred to me that when children get to the certain age they become less connected artistically with the physical world. Ipad, computer games and smart phone often replace the creative activities that require hands on thinking and creating with actual physical objects.</p> <p>The craft my city workshop is meant to shift children’s attention away from building cities in Minecraft and create imaginary buildings in collage media by rethinking the use of common materials such as paper scraps and empty yogurt containers.</p>	<p>973</p>
<p>Nadine Flagel</p>	<p>Legacy Tree</p>	<p>I envision a tree, a twisting trunk growing branches, sprouting leaves, and putting down roots. The legacy tree is two-dimensional and made out of quilted reused fabric mounted on the wall; it “shelters” a reading nook in Charles Dickens Annex’s Division 3 classroom. It symbolizes the students’ collective contributions to the “schoolhouse-style” culture of learning.</p> <p>The Annex is well-known for “schoolhouse-style” classrooms composed of children from grades one through three. Older children mentor younger ones in emotional, social, physical, and intellectual maturity. Because some children and their parents have been part of the classroom for several years, a self-sustaining culture nurtures each incoming group of students.</p>	<p>878</p>
<p>Natasha Zacher</p>	<p>Drop-in Drama at RMHBC</p>	<p>A pilot program of drama therapy and theatre arts classes at the new Ronald McDonald House BC (RMHBC), on the grounds of BC Children’s Hospital in Vancouver. The program is intended for children aged six through twelve (age 6-12) living in Ronald McDonald House, and will offer an opportunity to discover and explore the healing power of drama through playful improvisation, mask use, basic scene work, and plenty of group activities. The four month pilot of this program will culminate in a brief, informal presentation for parents and families in the house.</p>	<p>970</p>
<p>Pierre Leichner</p>	<p>“Il était une fois sur une planète.../Once upon a time there was on a planet...”</p>	<p>This project will engage up to 18 youth from Francophone schools or Alliance programs to create an immersive and participative installation that will explore our relationship with our planet. A minimum of 9 new panels including the roof would be created. The materials will be provided and I will provide demonstration and mentoring over the course of 2 workshops. The options may include batik, painting, weaving or gluing unto material and making partition from natural or recycling materials. One panel will be left empty for the public at the celebration to paint on. Once completed the panels will be installed collaboratively by the end of the second workshop. I will transport the work to The Roundhouse for the festival. Viewers will be invited to enter and walk through the installation. The youth will invited to bring sounds/music to play in the tent during the event.</p>	<p>1,000</p>

Tsz Yin Choi	My Story My Place: Arts Camp for Kids	<p>This project will combine walks in the neighbourhood, including nearby Trout Lake/John Hendry Park, with art activities designed to offer the chance to explore their experience with an attention to colours, shapes, sounds, smells, touch, and freedom of expression.</p> <p>Children will also be encouraged to express their personal stories using art materials. They may be inspired by the sticks and flowers found in the park, images of the ducks and dogs, or draw from their memories to tell their stories using visual arts and movement.</p>	1,000
Zee Kesler	The Magic Trout Imaginarium Wunder Hunt	<p>The Magic Trout Imaginarium is a mobile curiosity cabinet/artist residency located at John Hendry Park.</p> <p>The Magic Trout Wunder Hunt is a special event and creative exercise that teaches participants how to “think like an artist.” By being present to our surroundings and consciously searching for beauty and wonder in everyday routines and experiences, we can find inspiration for all of our creative projects.</p> <p>Wunder Cabinets are personal display cases for showing off your most special collectables and found objects. Artists use collections as a way to notice patterns, draw connections and become present to reoccurring themes. Before heading out to collect items, participants will engage in exercises in presence including sound meditation and a scavenger hunt to search for reoccurring designs in nature. Each participant will bring home their own personal “curiosity cabinet” to display their inspirations.</p>	994
Kara Hansen	Mummers	<p>Mummers is a collaborative art project between emerging artists, performers and youth that includes a series of workshops and a closing public performance. Mummers takes its title from mumming, a genre of Medieval performance wherein actors disguised themselves in everyday materials as a means to shift identity and share stories with the public.</p> <p>This title also connotes the verb “to mum,” meaning to mumble or disguise ones voice, which suggests a kind of performance that diverts focus from articulated language to the meaningful potential of sound and gesture.</p>	996

<p>Kathleen Taylor</p>	<p>Mummers</p>	<p>Mummers is a collaborative contemporary art project between myself and Kara Hansen that engages with youth through workshops in drawing, costume making, instrument building and performance. The workshops will culminate in an outdoor performance using the materials and characters generated throughout these sessions. Mummers finds its structure and aesthetic in the activity of Medieval mumming, an itinerant form of theatre that rested between folk-play and ritual. “To mum,” means to mumble, mutter, or fail to speak, but also to mask or disguise. Performers in these dramas created paper costumes that would conceal their identities and distort their figures. Taking these aspects as cues, the resulting workshops and performance will rely less on narrative produced through dialogue, but rather through costume, music and gestures. Medieval mumming was a pursuit wherein male performers enacted contentious and problematic themes, specifically with regards to stereotyping. As two female artists working with people of diverse cultural and gender identities, we will inhabit the poetic and potentially radical structural elements of mumming. More specifically, I am referencing mumming’s overlooked relationship to drag, clowning and disguise as possibilities for a more open and inclusive type of performance. By eliminating the dialogue of these plays and thus altering the content, we will use ideas of mumbling and “failing to speak” as alternate ways to communicate.</p> <p>Independently, my practice is centered in drawing, specifically textural and patterned large-scale drawings on paper. These drawings resemble textiles, and when installed often slope off the wall into the exhibition space, exaggerating the playful curves of the paper. For Mummers, part of my work will include investigating further the sculptural qualities of paper to help create paper costumes using a variety of techniques such as folding, weaving, cutting fringe, and creating paper pulp to fashion bulging and warped silhouettes.</p> <p>Previously, Kara Hansen and myself collaborated in the creation of a performance titled Lights on the River of the Eternal Baby Moon, an interdisciplinary performance that merged choreography, fashion, Morse code, and analog disk jockeying. With a collection of platform shoes that we created as prompts for movement, we developed games together as a way to produce dance material. For Mummers, we seek funding from Creative Spark in the hopes of involving more community members in this playful way of generating art and performance work.</p>	<p>996</p>
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<p>Markian Tarasiuk</p>	<p>"The Classroom" phase of development</p>	<p>A professional workshop and public read of the play "The Classroom" in the fall of 2016. About "The Classroom": "When a clash between two high school students spirals out of control in The Classroom their teacher decides to keep them after school. Underlying tensions come to the surface and difficult truths are confronted when their Mothers arrive to pick them up. Set in a Winnipeg high school, The Classroom tackles the reality of racism in our communities and the consequences of silence." The Classroom tells the story of two troubled young teens, Kyle and Byron, in a Winnipeg high school. After an altercation between the two during school hours, they are forced to serve a detention by their social studies teacher, Ms. Jensen. Kyle is a lower middle class sixteen year old who is a star hockey player for his local Triple-A hockey team. Byron is a higher middle class aboriginal boy who comes from a successful First Nations political and business family. Race and circumstance has always split these two boys since kindergarten, but in The Classroom they are forced to get to know one another while they navigate a sometimes tense and awkward situation. A short while into the play, we discover that their fight occurred because of a drug deal gone array. When each of their mothers comes to pick them up, the stakes escalate as they search for who is to blame. Susan, Kyle's neurotic hockey mom and Minnie, Byron's political career driven mom, go up against each other as tensions rise and racism slips through the cracks of both parties. It is not until the climax of the play where Kyle rebels against his mother, the truth comes out and the misunderstanding each side had comes to light. The Classroom is an exploration of Aboriginal and Caucasian relations, systemic racism in our communities and the common human traits that we all share, despite our differences.</p>	<p>1,000</p>
<p>Justine Fraser</p>	<p>3Reforming Art Productions' Summer Intensive: Volume II</p>	<p>This project is a five day dance training intensive, aimed towards artistic youth aged 14-19. My vision for this project is to provide youth with an authentic dance company experience, while offering them high caliber dance training and the unique opportunity to be mentored by Vancouver's current generation of emerging artists.</p>	<p>1,000</p>

<p>Stacey Matson</p>	<p>Different Stories, Different Formats</p>	<p>My middle-grade trilogy is written using an alternative narrative structure, like text messages, emails, newspaper articles and class assignments. This two-hour program is designed to introduce this way of looking at storytelling to kids from grades 4 to 7. We'll be discussing the successes and challenges of writing differently than straight storytelling, and doing lots of hands-on activities to practice some new skills. In two different classroom sessions, students will brainstorm ways that we communicate and how to use those ways in a story structure. We'll even attempt storytelling using only emoji cutouts. In the first session, we will practice getting all the elements of a good story (characters, setting, problems) into a shorter narrative. Students will create intersecting plot diagrams of characters in epistolary fiction, and developing the inner worlds of their two characters. In class two, students will create alternative narrative stories for their characters using all the elements discussed previously, and have a chance to share what they've enjoyed and what they've found challenging. The project will repeat, encompassing two sessions each for four different classes.</p>	<p>1,000</p>
<p>Total Disbursed:</p>			<p>20,697</p>