



## ArtistsInspire Grants

Support for Schools and Artists from Quebec's English-speaking communities to connect through hands-on creative experiences - an ELAN/LEARN partnership funded by the Government of Canada's Action Plan for Official Languages

# Elementary \*Virtual Workshop Catalogue

ANNUAL \$1500 Grants for English  
Public Elementary & Secondary  
Schools 2019 - 2023

\* In-person when possible for Artists and schools.



The workshops in this catalogue have already been designed and are ready to go.

All workshops can be tailored to suit the needs of your school. Should you have a different idea, please contact us. Anything is possible!

**[artedcoach@quebec-elan.org](mailto:artedcoach@quebec-elan.org) (438) 979-1171**

On the following pages, you will see examples of workshops from every discipline along with QEP Competencies.

**See ALL available Artists at [artistsinspire.ca](http://artistsinspire.ca)**



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## Time to Feel, Move, Express! with Eryn Dace Trudell

K, Cycle 1

Participants will explore movement with award-winning dance artist, choreographer, and MamaDances founder, Eryn Dace Trudell, through games and improvisation structures designed for learning and applying concepts of space, timing and movement dynamics. They will be guided to create their own short dances (1-3 minutes), or group dances, that they can use to take regular body breaks from studying and sitting. Skills will be taught to enhance memory, focus energy, and acknowledge feeling while having fun with movement!

Materials: Paper and pencil. Enough space for each participant to be able to spread his/her arms out and lie on the floor.

## Everyone Can Dance with Luca “Lazylegz” Patuelli

Cycle 1, 2, 3

“Adapt, stay positive, and learn to do things your own way.” This is the key behind Luca’s “No Excuses, No Limits” philosophy. In this workshop Luca will teach dance with a unique “twist” allowing for participants to explore various movements in hopes that it will expand individuals’ understanding of the importance of adaptation on a day-to-day basis in life and in dance.

Materials: A chair and enough space to be able to spread your arms out and roll on the floor

## STEP! with Montreal Steppers

Cycle 1, 2, 3

A stepping workshop with Montreal Steppers includes an introduction to foundational step routines. Participants will learn how to clap, stomp and chant as a team. They will learn what it meant for black folks to be steppers in the early 1900's and how their resilience changed their lives. We emphasize the importance of creating these rhythms and beats together with a focus on teamwork and character building. Each workshop includes dialogues and discussions on the history of Step, its inception, the migration of Africans from Africa to North America, South America and the Caribbean. At the end of the workshop each participant will have learned at least two step routines.

Materials: Enough space to be able to spread your arms out

## East Indian Dancing with Sonia St-Michel

Cycle 2, 3

Guided by classically trained Indian Dancer, Sonia St-Michel, participants learn the art of East Indian dance. The workshop begins with a Yoga warm-up. Participants then learn to create and maintain rhythm using footwork (known as Taal or rhythm) and a system of oral representation of percussive sounds. Participants also explore some Hastas, which are hand gestures used to tell stories. The workshop can be accommodated to a smaller room by pushing aside furniture. Students can use the dance form to interpret a story they heard, read or wrote themselves.

Materials: Enough space to be able to spread your arms out





## Caribbean Folk Drum and Dance Workshops with WestcanFolk

K, Cycle 1, 2, 3

Participants learn traditional Caribbean drum rhythms and traditional folk dances from our expert instructors. Instructors provide historical information about African and Caribbean folk culture in a fun and interactive setting.

Materials: Enough space for each student to be able to spread his/her arms out

### QEP COMPETENCIES

#### DANCE

- Creates dances
- Performs dances
- Appreciates dances

#### PHYSICAL & HEALTH EDUCATION

- To perform movement skills in different physical activity settings

#### CULTURAL GEOGRAPHY(Grade 11 only)

- Understands the organization of a cultural area
- Interprets the dynamics of a cultural area



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## Make a Video Ad with Sam Asmar

Cycle 3

In this workshop, students will have fun playing a slogan/logo company matching game to explore how some of their favourite brands use artistic ideas, images, and words to get consumers to buy in! Next, they will work together to design the next “best-sellers”, creating their own products and brands, writing convincing short commercial scripts, and performing on camera to make a video. Participants will use creativity and tech skills while becoming more savvy consumers.

Materials: Paper, pen, any digital camera (Phone, tablet, camera), any editing software (e.g. iMovie, Moviemaker) or open a free account at clipchamp.com before the workshop



## Filmmaking: Exploring Camera Angles with Productions Oracle

Cycle 3

Using iPads as the main technology tool, participants will learn about using camera angles as a filmmaking technique. As participants reflect on their lives, their experiences and their interests, they learn concrete skills and develop as filmmakers. Other techniques that can be explored include, script writing, storyboarding, and editing. Students also learn to be active players in their use of media rather than passive recipients of the media that surrounds them. We can adapt our workshop to suit your school’s technology. All of Productions Oracle’s programs are designed to provide a safe space for youth whereby the youth involved learn to express themselves and gain skills as they openly document their own experiences.

Materials: Technology devices for filming and editing



## Digital Storytelling with Hands on Media

Cycle 3

This 6-week Workshop Series is a powerful media and digital literacy activity, created by weaving digital photographs, voice, text and music into a digital video project. A chance to reflect on the self, culture, identity & future goals, this personal narrative documentary workshop provides an easily-accessible opportunity for youth to reflect on their own strengths, culture, responsibilities, and dreams for their future. Easily adaptable to a multitude of themes and objectives such as Identity, Community Engagement, Anti-Bullying, or the Environment, this Media & Digital Literacy workshop helps students shift from being passive consumers of media to active creators through the production of visual narratives using online platforms & digital tools, while reflecting on their rights and responsibilities as consumers and producers of media.

Materials: Technology devices for filming and editing



## QEP COMPETENCIES

### VISUAL ARTS

- To produce media works in the visual arts
- To appreciate works of art, traditional artistic objects, media images, personal productions and those of classmates

### DRAMA

- To invent dramatic scenes
- To interpret dramatic scenes
- To appreciate dramatic works, personal productions and those of classmates

### ENGLISH LANGUAGE ARTS

- To write self-expressive, narrative and information-based texts
- To represent [their] literacy in different media
- To use language to communicate and learn

### ENGLISH AS A SECOND LANGUAGE (core and enriched programs)

- To interact orally in English
- To reinvest understanding of texts
- To write and produces text





## Bringing Words to Life: Discovering Literature through Storytelling with Patti Warnock

K, Cycle 1, 2, 3

Students will be both engaged and motivated as the Art of Storytelling brings literature into the classroom and to life. The use of both gestures and simple language make the Story easily accessible to all listeners. The workshop may be completed with reading and written activities and/or a comprehension evaluation. W.R.I.T.E. Language Arts Competences; Oral comprehension and expression, retention of facts, organized thought.

Materials: Paper and pencil



## Poetry in Voice's Poets in Class

Cycle 1, 2, 3

Poetry In Voice is a diverse group of talented page and spoken word poets, each passionate about igniting the imaginations of students. Teachers can invite a poet to help teach about the writing process or performance. The poets will bring with them well developed themes of mutual interest or work with the teacher to integrate poetry into a theme the students are already working on in the class. Our poets are experts on a number of topics including "blackness" in the diaspora, the environment, identity, social inequality, history, family life and so much more.

Materials: Paper and pencil



## Musical Stories with Matthew Bennett Young

Cycle 1, 2, 3

This creative writing workshop encourages children to engage with elements of popular culture (literature, music, dramatic structure). Using their senses in a playful manner, they will develop a story outline, which they can then elaborate upon. The workshop uses a 'translation of feelings' into words that are then used as a platform to create character and plot.

Materials: Paper and pencil





## Renga: Let's Have a Poetry Party! With Angela Leuck

Cycle 2, 3

“Renga” is a Japanese poetry game that everyone can play. In the first workshop, poet Angela Leuck will explain the history of poetry parties and how “party-goers” collaborate on writing a collective poem. She will give examples and coach participants on how to write the two- and three-line verses that make up the “Renga.” Then, in workshop two get ready to party, as Angela Leuck leads participants in writing an original poem that everyone can take part in.

Materials: Paper and pencil



## Spoken Word with Jason Selman and Deanna Smith

Cycle 3

This powerhouse Spoken Word duo will guide participants through the process of writing and performing spoken word poetry. During their workshop students reflect on the following issues: Once the world returns to some semblance of normality what would you like to see change? If you were in charge, what would change, what would be the same? Participants learn how to express themselves by articulating how they feel about these and other issues. By providing examples, participants are coached through the process which culminates in a spoken word performance for their classroom or school.

Materials: Paper and pencil

## QEP COMPETENCIES

### VISUAL ARTS

- To appreciate works of art, traditional artistic objects, media images, personal productions and those of classmates

### MUSIC

- To invent vocal or instrumental pieces
- To appreciate musical works, personal productions and those of classmate

### ENGLISH LANGUAGE ARTS

- To read and listen to literary, popular and information-based texts
- To write self-expressive, narrative and information-based texts
- To represent [their] literacy in different media
- To use language to communicate and learn

### ENGLISH AS A SECOND LANGUAGE (core and enriched programs)

- To interact orally in English
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## Hansel and Gretel at the Opera with Jeunesses Musicales

K, Cycle 1, 2, 3

Discover the richness of opera through Humperdinck's Hansel and Gretel. In this playful and interactive workshop, children will discover the world of opera and learn more about music, narration, vocalizations and voice registers. The workshop is divided into 4 pre-recorded segments of about 10 minutes each that are enhanced with the help of our artists through live mediation. Four different classes will get to exchange with the artists for a total of 2 hours each. In addition, they will experience a playful concert at the end of this workshop entitled Opera-Candy : The Gourmet Adventure of Hansel and Gretel.

Materials: None required



## Body Percussion with Geremia Lorenzo Lodi

K, Cycle 1, 2, 3

During this workshop participants invent, interpret and appreciate musical rhythms created by their own bodies, they bolster their listening skills and creativity. Students engage in Body Rhythms (Sequences or movements), Silent Rhythm (Each student performs a repetitive silent movement while another student gives voice to what he/she "hears"), and Words & Rhythms (Participants repeat the words of a text in a loop and discover the underlying rhythm, incorporating body percussions).

Materials: Enough space for each student be able to spread his/her arms out



## Message in a Bottle with Louise Campbell, Jessica Houston and Guillaume Jabbour

Cycle 1, 2, 3

Guided by sound and music artists and a visual artist, members of a classroom are led through a series of simple art exercises aimed at paying close attention to their immediate surroundings. The result, a Message in a Bottle, is a music video showcasing the pieces created and captured throughout the project. Participants can also contribute musically by playing along to a sample.

Materials: Pencil and paper, colouring pencils/markers, phone or tablet for photos, video, audio



## Finding a Creative Voice through Songwriting with Rob Lutes



Cycle 2, 3

With a brief introduction into the fun-filled world of songwriting, and stories and songs to demonstrate the freedom and power of the art form, award-winning singer-songwriter Rob Lutes inspires participants to create their own new songs. Rob uses visual prompts and time limits to help participants get in the flow and write.

Materials: Paper and pencil

Note: It is not necessary to play an instrument but participants who do are encouraged to use them during the process.

### QEP COMPETENCIES

#### MUSIC

- To invent vocal or instrumental pieces
- To interpret musical pieces
- To appreciate musical works, personal productions and those of classmates

#### ENGLISH LANGUAGE ARTS

- To read and listen to literary, popular and information-based texts
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## The Little Mighty Superhero with Geordie Theatre School

K, Cycle 1, 2, 3

During theatre workshops led by Geordie Theatre School, participants would first watch the play, *The Little Mighty Superhero*, streamed via the Internet. Then they will participate in workshops that can be based on themes from the play to explore drama techniques, such as, storytelling, characters, or improvisation. Part one of the workshop will introduce students to the theme through a variety of theatre exercises while also layering in theatre and improv games to help with learning and keep things fun. Part two will take these skills to the next level by encouraging students to use their theatre skills to create their own guided performances.

Materials: Paper and pencil



## Black Theatre Workshop

K, Cycle 1, 2, 3

Black Theatre Workshop will be offering interactive workshops based on themes, such as, social justice, individual empowerment, inclusivity and systemic racism led by diverse Montreal artists, engaging the students in activities that will increase their awareness and understanding of these issues through the use of the performing arts.

Materials: To be determined



## Musical Drama with Miranda Handford

Cycle 1, 2, 3

The focus of this workshop is on learning songs by heart through pairing them with simple movements. Music + words + movement are at the core of this multimodal approach to memorizing words, an important skill for any budding actor. After some improv warm-up games, groups are led through the songs, with a body movement to go with each line. At the end of the workshop each group will perform their song for the rest of the class.

Materials: Paper and pencil, computer or mobile device for lyrics



## The Four Swans Fable: A Patchwork Cobbled Together Mosaic of a Virtual Story with Daniel Hickie

Cycle 3

During this workshop, students will write, perform and film themselves in an epic fictional fable. As one big group, students will first add the details necessary to complete the fictional fable. Then students will be divided into smaller groups and assigned a particular piece of the fable. Each group will decide independently how to depict their piece of the fable. Once each group has finished, all of the pieces will be edited together, creating - The Four Swans Fable: A Patchwork Cobbled Together Mosaic of a Virtual Story.

Materials: Paper and pencil, costumes (optional)



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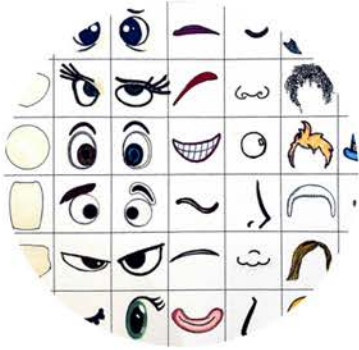


## Dice Design Game with Elaine Lassonde

K, Cycle 1

An interactive game of chance that combines discovering/learning about emotions and art all with the roll of a dice! This game can be aligned with any classroom theme (e.g. dinosaurs, astronauts, famous artists, animals, etc.). Students first play the dice game designed by the Artist who also explains how to create unique designs. Students then create their own themed version to be played the second week. Various art techniques are incorporated throughout the creation process depending on teacher preference (e.g. painting, drawing, collage, etc.).

Materials: Template (provided by Artist), cardstock or similar, crayons, markers, dice, cornstarch, water



## Puppets & Picture Based Storytelling with Maggie Winston

K, Cycle 1, 2, 3

As we adapt to online, the art of puppetry has not lost its magic! In fact, a puppet works very well in the frame of a computer, ipad, or cell phone. A puppet is any performing object, be it a found object or something carefully crafted. In this workshop, participants will learn how to make and manipulate simple puppets and backgrounds. Picture-based storytelling has a long history, including styles such as Toy Theatre, Cantastoria, Crankies, and more. Make your own puppet show to perform live online.

Materials: Paper, scissors, sticks (pencils, chopsticks, skewers, natural sticks (small branches), popsicle sticks or dowels, markers, pencils crayons, or crayons, tape, cardboard or cardboard box (optional), dress-up costumes (optional)



## The POP-UP Lab with Kate Battle

K, Cycle 1, 2, 3

Participants will create samples to learn different pop-up structures and techniques. Using storytelling and mnemonics, I reveal the three secrets to pop-up making and guide students through the folding and glueing of their own creations.

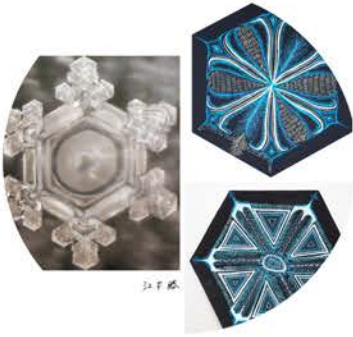
Materials: Paper (copy, construction, or card), glue, scissors, markers or coloured pencils

Note: If students are at school or can pick up materials from school, I can deliver specialized paper.



## Reflections on Water with Emily Rose Michaud

Cycle 2, 3



Have you ever looked at a water molecule under a microscope? There are six sides, just like a snowflake. No drawing skill or experience is necessary for this meditative drawing workshop. We will create a hexagon with a center pattern. Reflected from the micro to the macro in the world as we know it, it is a pattern found in nature and is seen in biology, geology, chemistry, physics and astronomy. Living things are made of cells and each cell has a nucleus — all display circles with centers. Wherever a center is found radiating outward and inward, there is wholeness. They are the structures of our cells, our world, and our universe.

Materials: Scissors, drawing paper (black, white, coloured), pencil + eraser, colouring pencils (have a nice effect on a black background), sharpener, ruler, compass (optional)

## Fabulous Fence Project with Tina Bye

Cycle 2, 3



Is your school-yard surrounded by a boring chain-link fence? That is an artist's canvas waiting to happen! Turn your fence into a work of art that sends a message. Students will explore this idea and the creation method in a few fun and easy exercises, take measurements of the fence, explore the mathematical idea of scale, and make a visual representation to plan the project. Tina will then create several "idea mosaics" composed of the images and generalized symbols the students created. With textile magic and nylon strapping- generated to the scale of the school's fences, colorful strips will be returned with step-by step instructions. The ultimate installation will be done by students weaving the straps into the school's chain link creating a long lasting, visible from both sides, collaborative work-of-art that represents the school!

Materials: Colored pencils/ markers, scissors, ruler, plain white paper, graph paper, 1 tape measure and clipboard per team of 3 or 4

## Cosmos with Mary Hayes

Cycle 2, 3



Learn composition and light and shadow by drawing the night sky – planets, shooting stars, rockets, UFOs – make your own universe!

Materials: At least 3 lids of various sizes from a bottle cap to yogurt container, 8 x 10" or larger paper, your choice of charcoal, pencil, crayon, marker, or coloured pencils



## Postcard Creation and Exchange with Emily Read

Cycle 3

During this workshop, students design unique postcards that represent where they live and participate in a cultural exchange with students in another classroom, school, or household. Participants will gain a new appreciation for their immediate surroundings, learn collage techniques and engage in art appreciation once they receive postcards from another group of participants.

Materials: Collage materials (old magazines, books, scrap paper, wrapping paper, etc.), thick paper 5x8", scissors and/or hobby knife, cutting mat, glue stick, markers/pencil crayons/paint and paint brushes



## Tessellation Art with Lisa Kimberly Glickman

Cycle 3

Create intricate designs using tessellations (repeated shapes) guided by award winning artist and arts educator Lisa Kimberly Glickman. With step-by-step multimedia directions and live instructions, this mathematical art project will add abstract beauty to any classroom or household.

Materials: Recycled cardboard, pencil, scissors, tape, ruler, paper, coloured pencils, paint, crayons or marker



## Exquisite Corpse Flipbook and Moving Origami Drawings with Maria Ezcurra

Cycle 3

One of these playful activities shows students the three dimensional and moving possibilities hidden in a piece of paper. The other helps students to develop an understanding of personal, social and cultural identity based on drawn portraits.

Materials: Paper, colouring pencils, markers



## Winter Animals Pastel Drawings with Iris Kiewiet

Cycle 1, 2

Research and discussion about what animal shelters can look like, together with which animals in our climate hibernate or adapt. Drawings of the animal in their habitat inside the shelter will be the focus of one part of the workshop. During another part, students make a drawing of the shelter on the outside. What does the environment look like, are there foot-prints? The two pastel works will be merged into one artwork using techniques, such as, layering, cut and paste or pop-open.

Materials: Heavy paper, pastels, pencils, scissors, glue, research material (books, magazines and/or websites)



## Game on! With Deirdre Potash

Cycle 1, 2, 3

Using recycled materials to create a unique game to be played in class or at home.

Materials: Cereal box, glue stick, scissor, paper, pencil, colored pencils, pen, markers, marbles/buttons (TBC - whatever you have on-hand)



## Call and Echo Collage with Anna Jane McIntyre and Venus Lukic

Cycle 2, 3

This workshop explores creativity through playful call & echo “conversation” art games and collage collaborations. Guided by established artists’ approaches to collaboration, participants will work together using each other’s work as a starting point. They will add to, subtract from or completely reconfigure each other’s work. The result of the workshop will be a portfolio of playful art exercises & possible beginnings for continued works.

Materials: Pens, pencils, markers, paint (whatever you have!), paintbrushes, water pot for brushes, kitchen towel or rag for spills and brush cleaning, scissors, paper, newspapers, magazines, found paper, string/thread, glue (gluestick, white glue), tape, eraser, device to photograph and send photos/scans of work to organisers, access to printer to print digital images, Optional: exacto and cutting surface, needle and thread

Note: This workshop is all about working with what you have! You do not need to have all of the materials.





## QEP COMPETENCIES

### VISUAL ARTS

- To produce individual works in the visual arts
- To produce media works in the visual arts
- To appreciate works of art, traditional artistic objects, media images, personal productions and those of classmates

### ENGLISH LANGUAGE ARTS

- To read and listen to literary, popular and information-based texts
- To write self-expressive, narrative and information-based texts
- To represent [their] literacy in different media
- To use language to communicate and learn

### ENGLISH AS A SECOND LANGUAGE (core and enriched programs)

- To interact orally in English
- To reinvest understanding of texts
- To write and produces text

### PHYSICAL EDUCATION & HEALTH

- To perform movement skills in different physical activity settings

### MORAL EDUCATION

- To understand life situations with a view to constructing a moral frame of reference
- To take an enlightened position on situations involving a moral issue
- To engage in moral dialogue

