POST-EXPERIENCE

Post-Reflection

Describe
How has your answer of the artists' role changed?
Examine
Revisit your goals, how did you do? What became most important?
Articulate Learning
What are your next action items beyond the course?

Envelope Exercise
What is the role of the artist in society?

Project Synopsis
Outline what you did, including a timeline. What changed and new gained. Describe what you ultimately produced or did. Add a figurative lens by employing images.

Professional Futures
Describe: 5 Senses
Revisit your community partnership - what do you remember seeing, hearing, touching or doing, saying and tasting?
Examine: Ladder Exercise
Interpret a common definition of a "career trajectory." How might it represent the artist moving in society? What does this mean for the trajectory of an artist? How might it be critiqued? Where is power on the ladder? Is this or is this not like the real world? Does the ladder match or contradict the experience of your placement?
Own: Customize Formations
Move the ladder into new positions to be used for different purposes. What else could the ladder represent in your experience? What new frames are you using the interpret it? What adaptions or adjustments might you want to make?

Creative Response
Create an artwork response to your community experience, works are shown and described in a showcase exhibition with community partners in attendance.

DURING EXPERIENCE

Interim Written Reflection

Describe
Stream of consciousness description
Examine
What assumptions or expectations did you bring in? To what extent did they prove true? Why or why not? How do you feel it is going? How do you interpret other's thoughts or feelings on how it is going? Do you have evidence this is accurate or not? In what ways have you been successful? In what ways did you experience difficulties? What personal characteristics contributed to both?
Articulate Learning
How is this experience challenging or reinvorcing your values, beliefs and convictions? How is it challenging your identity as an artist?

Pre-Screening Discussion Questions
What is art's role in society? How does an artist use their position? Is an artist free from scrutiny, problems of ethics? Why or why not? What is the role of art in activism?

Who is Art For? Discussion

Describe
In pairs, students share an anecdote about their first encounter with the space they are in and surrounding neighbourhood.
Examine
Evaluate what the experiences might mean. Who are the gallery/spaces for? How do they relate to the community around them? Who is walking in the space and why? What happens when art gets into this space? Does it differ from other spaces? Why? What kind of politics does the space take up? How are things determined in your placement, how does power & privilege play out? Whose voices are heard in the space? What is the perception of the space? Are there barriers or is it inclusive?
Articulate Learning
In groups, identify ways this might or might not change your behaviour in the spaces. Summarize findings in class.

Studio Visits
What do you anticipate and hope to learn about yourself?
Post Visit
What role did you enjoy more, visitor or artist? How does studio space influence process?

Critical Incident Case Study

Describe
Students talk in pairs about a "critical incident" event in the field where a decision was made, conflict occured, change was made, or a problem was resolved. Describe how it was (or wasn't) resolved.
Examine
Identify the individuals involved in the event, what are their roles in the organization or space? Why was the issue important to them? Who was influential in the outcome and why? Describe the communication that took place. If the event is a decision you made, why did you decide as you did?
Articulate Learning
Based on this event, what insights do you have about arts organizations, events or artists, and how might this shape future action? Discussion shared as a class with new insights.

Community Partner Poster Presentations
Knowledge sharing/telling of community partners via in class poster presentation, the posters together make up a vast and insightful image of the Vancouver art community.

PRE-REFLECTION

Goal Setting
1 personal
1 academic
1 professional

Envelope Exercise
What is the role of the artist in society?

Pre-Reflection
What do you hope is revealed to you? How do you think your CBEL experience will influence how and why you make art?

Project Plan
Create a plan of your anticipated project

Identifying Values

Describe
In pairs, share 3 minutes describing how you came to art, and how it frames or influences why and how you make art
Examine
Using the handout as a guide, create an inventory of and reflect on personal values, where do they come from, how do they come into everyday life? Describe how your values relate to role of the artist.
Articulate Learning
Look to your placement, free write to surface embedded assumptions. What do you anticipate might happen?

First Approach
Together we will brainstorm ideas for your first contact and meeting.

READING TOPICS: ARTIST'S ROLE | GALLERY SYSTEMS | ARTIST'S STUDIO | ART & ACTIVISM | ARTISTIC LABOUR

In directed reading reflections, students compare and contrast personal experiences with the various models the readings propose and applications within the discipline. This gives an opportunity to enhance discussion of the challenges students are experiencing and how they might be reframed. Meant to capture stages of their experience to make course connections, students enhance a systemic understanding of societal concerns, leading to consciously changed behaviours and responses aligned with personal values.

Individual (usually written)

Pairs & Small Groups (spoken or map diagrams)

Full Class (discussion or map diagrams)