



Artists for Kids
Gordon Smith Gallery

ANNUAL REPORT | 2020 - 2021



Director's Message

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DIRECTOR'S MESSAGE



"My elders say that we dream ourselves into being. That sounds powerfully esoteric but it isn't nearly as hard to decipher as you might think, it simply means we have the ability to become whomever we choose to become. All of us. There's no limit to our human potential and there's no limit to where our spirits can choose to go. Hot on the heels of the power of choice is the power of allowing." Richard Wagamese, *What Comes from Spirit*.

The power to allow our dreams into being, truly reflects the essence of Artists for Kids. After 32 years of learning, growing and sharing with each other, we are so proud to be where we are today.

With this dream, we have become storytellers for the arts in North Vancouver. Beginning with the smallest of gestures of possibility and connection, to the dream of bringing a community together, Artists for Kids has placed positive and supportive relationships as the priority in all that we do. Our Annual Report has become a celebration of our journey and of each other.

This past year AFK continued to learn from each other as we responded to the COVID-19 pandemic. Our programming shifted as a result of not having students in our gallery and studios. From this shift, we pivoted, offering new layers of possibility that provided access like no other time in our history. Virtual resources and connections, as well as outdoor learning, all brought kids, educators and artists together, creating meaningful experiences and connections in our community.

We have learned that connection is essential in all that we do. As a District resource, Artists for Kids has built a vision for our next school year that will support North Vancouver School District's 2021-2031 Strategic Plan. We are inspired to design welcoming places of learning that place connection at the center of our practice through an ethic of care. We are also committed to building capacity for intercultural understanding, empathy and mutual respect within our team, with a specific highlight on the Truth and Reconciliation Commission of Canada's Call to Action, #63. We will dream ourselves into being, allowing each other to learn, relearn, share and grow together.

It starts here. It starts with each other.

With this, Artists for Kids would like to acknowledge the continued support of our Board of Education, our donors, our outstanding volunteers and the commitment of the Gordon and Marion Smith Foundation and its staff. Truly, Artists for Kids exists because of the commitment and support of our community. On behalf of Artists for Kids, we are incredibly grateful to our community, for their trust and support of our programs.

A handwritten signature in black ink that reads "Allison Kerr". The signature is fluid and cursive, with the first letters of the first and last names being capitalized and prominent.

Allison Kerr

Director, Artists for Kids | Gordon Smith Gallery
District Principal, Arts Education

AFK TEAM



Daylen Luchsinger
District Vice Principal, Arts Education

In reflecting on 2020 at Artists for Kids and where we are today, a visualization of a welcoming gesture comes to mind. I believe in all that this organization does, this is at its core. Welcoming aspiring young artists to programs that will build their artistic practice, confidence and well-being and include them in a larger community-based family that loves, supports, and advocates for the arts.

As a part of this team, I try to center my work around this notion of a welcoming gesture. This was so generously offered to me as I came to work at Artists for Kids, by the team and by one of AFK's biggest supporters and advocates, Gordon Smith. Gordon graciously invited a young teacher over for dinner to build a meaningful relationship and connection, and I'm sure to instill a passion and drive to support the arts and the journey AFK is on. Sharing food is such a special gesture to offer someone and I am ever grateful for Gordon's friendship and mentorship that came from this gesture. As I look forward to 2021-22, I am hopeful that the gesture of sharing food and discussing art is on our collective horizon.



Amelia Epp
District Visual Arts Teacher

In reflecting on my work with Artists for Kids over the last year, and looking ahead to the coming year, I think about connection. In unprecedented times I have, by necessity, thought creatively about ways to connect with students and teachers across the school district. In the 2020-2021 school year AFK visited each elementary school and worked with primary and intermediate classes to make art outdoors. I recollect the connections I made with students, teachers, and the local environment while collecting leaves and sticks in the rain, wind, snow, and sunshine; crouching over ink drawings made on plastic sheets on the ground; and laughing about frozen buckets of painting water. We also connected over digital platforms, bringing teachers together with artists from across the province and country; sharing ideas, art, and laughter through our screens. I've stretched my own ways of thinking and teaching over this last year and will be bringing what I've learned and new ways of connecting into my work, going forward.

AFK TEAM



Emily Neufeld
Studio Technician

I am generally responsible for all the jobs at Artists for Kids that require muscle. I prepare the supplies, clean the studio spaces, order materials, maintain equipment, install the exhibitions and student work, and clean cupboards and closets, all while listening to various podcasts and audio books.

For the 2020-2021 year, with no students in the studios, I helped out with video editing and went with Amelia to several grade 5 classes across the district to help facilitate outdoor art classes for students who didn't get the chance to go on any field trips.

I have a son in the North Vancouver School District and I also have an art practice outside of my work at AFK.



Marilyn Ramen
Registrar

As an Art Registrar with degrees in Art History, Archival and Library Informational Studies and a person of colour, who engages in the arts and educational fields, I look to my role to inform myself on the ongoing learning and practices needed for care and handling processes associated with collections management for the Artists for Kids' Collection, including decolonizing documentation. My intention as the Art Registrar is to provide voice and inclusiveness through documentation practices of the collection.

As well, as the Arts Registrar, I have the opportunity to work on lasting documentation history and knowledge relevant to the NVSD, AFK and Smith Foundation, which provides a meaningful dialogue with donor relations and with the community.

AFK TEAM



Chantal Pinard
Programs Assistant

The 2020-2021 school year was my first with Artists for Kids. What a year start! As I took time and space to learn my new role, I watched in awe as my colleagues seamlessly and effortlessly reinvented the array of programs and resources that are at the core of AFK. It was exciting and inspiring, to say the least.

While I am involved in most things clerical, from website updates and social media to program administration and bookkeeping, my favourite role is working directly with families and students in our After School Art programs. This year, I was so involved behind the scenes with the delivery of our virtual After School Art classes that one of the students nicknamed me “The Owner of AFK”! While factually incorrect, what an honour to have such an official title in the eyes of our students!

I am so grateful to have been brought into this incredible organization and this small but mighty team that brings so much to the arts community.



Karl Hipol
AFK & Smith Foundation
Intern



Sophia Boutsakis
AFK & Smith Foundation
Intern



Khim Hipol
AFK & Smith Foundation
Intern

We would like to acknowledge Youth Canada Works for their generous funding which has enabled Artists for Kids and the Smith Foundation to create meaningful job opportunities to help students and interns acquire skills in cultural and heritage sectors.

AFK PROGRAM STATISTICS

Summer Day Camps

June & July 2020

With much planning and consideration, we were able to provide 5 weeks of summer camps for students aged 6-12. By running two camps per week, in the Gordon Smith Gallery and the Shadbolt Studio, AFK supported 93 students with a safe and fun summer art experience.

Number of camps: 10

Number of students: 93

Number of bursaries: 3*

*Supported by the Quan Family and CUPE #389



The best part of summer camp is taking the studio outdoors!

AFK Outdoor Art Experience

September 2020 – June 2021

K-3 Outdoor Art Education

AFK visited all 25 North Vancouver School District elementary schools and offered an outdoor nature-based art lesson for primary level students responding to the Big Idea of Play!

Number of classes: 75 (1532 students)

Educators supported and mentored: 93



Creating nature-inspired sketches at Larson Elementary



A student from Eastview Elementary inspired by the natural environment

AFK Outdoor Art Experience

Intermediate Outdoor Art Education

Grade 5 students from 6 elementary schools created multiple watercolour paintings including a large-scale collaged painting that was kept and displayed at their school. They also created a collaborative land artwork that was documented and presented as a time-lapse video on AFK's Instagram channel.

Big Idea questions were asked:

- What is the story of your journey as a class, or pod, this year?
- How does your place help to provide a sense of connection and belonging?
- How does your environment impact your journey and your art?

Number of classes: 10 (289 students)

Educators supported and mentored: 12



Students from Seymour Heights experiment with watercolour

AFK PROGRAM STATISTICS

Gallery Program

September 2020 – March 2021

The Gallery Program was re-imagined to provide safe and engaging support for students and teachers in grades K-12. Instead of having students come to the gallery, the Play Exhibition tour was brought into classrooms. Each class experienced a virtual interactive exhibition tour and Q & A with their class via MS Teams.

This interdisciplinary exhibition, Play, featured works from the AFK Collection that exemplified the creative process of play and inquiry with the singular intent of supporting teachers and students K-12 across the curriculum. In this exhibit, we considered how play with materials (including food!), storytelling, words, and place inspires us to grow and learn.



District VP Daylen Luchsinger leads a grade 5 class through a virtual tour of the Play exhibition.

- How does play help us to imagine our world?
- How can play build our sense of belonging and connect us to others?
- What do we learn when we play . . . and how do we learn when we play?

Number of intermediate classes: 22 (616 students)

Number of secondary classes: 3 (84 students)

Educators supported and mentored: 25

AFK ArtReach Video Series

September 2020 – June 2021

The AFK ArtReach Video Series was designed to guide classrooms, or individuals at home, through art activities focused on the principles of creative inquiry and play. Videos were published every two weeks over the course of the year for a total of 12 videos. Each video offered intentional cross curricular lessons using big ideas to focus on social emotional learning via the Second Step program, First Peoples Principles of Learning, physical literacy and arts education.

We were wondering . . .

- How can trying to understand other people's perspectives help us to respond with respect and thoughtfulness?
- How can we represent our own perspectives of an experience or place through drawing?
- How can we contribute to environments in which we all feel safe to play?

Number of ArtReach Videos: 12

Mentoring of Art Education curricula: limitless



AFK Art Reach Video # 5 Transforming Words into Art



AFK Art Reach Video # 7 Mapping our own Perspectives

AFK PROGRAM STATISTICS

Gallery Program Virtual Art Lesson

April 2021 – June 2021

Classes joined an AFK art teacher for a 60-75min virtual art lesson introducing an approach to landscape painting inspired by the Canadian artist Anne Meredith Barry. Using oil pastels and watercolour paints, students represented the North Vancouver skyline. Students explored colour theory, atmospheric perspective, and playful approaches to drawing.

Number of classes: 12

Educators supported and mentored: 12



AFK Art Teacher Amelia Epp teaches a virtual lesson inspired by Canadian artist Anne Meredith Barry.

AFK Studio Art Academy

September 2020 to June 2021

Twenty-four grade 10-12 students from North and West Vancouver secondary schools, were enrolled in the AFK Studio Art Academy course, hosted at Carson Graham Secondary School and taught by Daylen Luchsinger. Virtual field trips to art galleries and artists studios and master classes with local artists were continued with the health and safety of all participants a priority.



Floral arrangements created and photographed by AFK Art Academy students.

Art Enrichment

AFK pivoted to offer online videos for our Enrichment programming.

Fall 2020

Grade: 10-12

Artist: Anna Binta Diallo

Students created digital collages that reflect their personal identity based on found imagery from old books and magazines as well as online sources.

Number of videos: 4

Educators workshops: 1

Audience: Limitless

Winter 2021

Grade: 4-7

Artist: Tajliya Jamal

Artist Taj Jamal walked students through designing, illustrating and writing a small book based on a moment from their lives.

Number of videos: 4

Educators workshops: 2

Audience: Limitless

Spring 2021

Grades: K-3

Artist: Nadina Tandy

Children in the primary grades made collage creature puppets alongside artist Nadina Tandy.

Number of videos: 2

Educators workshops: 1

Audience: Limitless



Screenshot from teacher workshop session.

AFK PROGRAM STATISTICS

Secondary Portfolio Support September 2020 - December 2020

In support of Grade 12 students with altered timetables, and in partnership with Opus, a four-part video series was launched in November 2020 to support portfolio development. This series was accessed on our AFK Website and social media channels.

Number of resources created: 4
Audience: limitless

Additional Professional Development March 2021 to June 2021

Artists Sara-Jeanne Bourget and Mark Johnsen established PATIO PRESS in March of 2020 in response to and to cope with a new reality of distance and isolation brought on by the COVID-19 pandemic. They joined AFK in a workshop, giving printmaking techniques and inspiration to bring this practice into classrooms and school communities as an additional platform of communication and celebration.

Educators supported and mentored: 12

AFK After School Art October 2020 – May 2021

AFK pivoted to offer virtual after school art classes to our community. Registered students received “art supply kits” prior to each class and transformed their homes into their working studios. This program was an enormous success!

Number of classes: 12
Number of Students: 190
Number of bursaries: 6



Examples of student artwork from AFK's virtual After School Art classes

Young Artist of the Week March 2021 – June 2021

Young artists in dance, drama, music and art were profiled and acknowledged by AFK and the North Vancouver School District via websites, social media, a personal letter and certificate.

Number of Students: 15



Young Artist of the Week Tiantian from Cove Cliff Elementary is celebrated for outstanding drawing and painting.

Art from 44 School District Art Exhibit April 2021

Students K-12 at the North Vancouver School District participated in the annual *Art From 44 School* exhibit, virtually! This virtual exhibition show provided a colourful window into classroom practice and student creativity.

Schools participating: 21
Number of students exhibiting: 288



Artwork by Ainsley from Blueridge Elementary on display in the Art from 44 Virtual Student Exhibition.

AFK PROGRAM STATISTICS



*Memory, Susan Point & Kelly Cannell, 2005
Print donated by the Coast Salish Weave Collection.*



*Mandala, Dylan Thomas, 2010
Print donated by the Coast Salish Weave Collection.*

Reid Cultural Grant

June 2021

This grant traditionally provides schools an opportunity to enhance Indigenous Education at their site. This past year, this grant was used to support the Indigenous education department to prepare, via matting and conserving, an extensive collection of prints donated to the district via the Coast Salish Weave Collection. This resource of Indigenous stories, will be an invaluable tool to support learning and growing for our community – educators, students and families.

Schools participating: all

Audience: Our entire District

Scholarships

April 2021

Three of the School District's finest visual and performing arts graduates were honored with a \$1,000 scholarship to post-secondary institutions.

Number of students receiving scholarships: 3

Volunteers

September 2020 – June 2021

Artists for Kids depends on volunteers for so many of the little tasks that create pressure points at various times of the year. From gathering data, following up with donors, preparing mailouts, supporting the set-up, take down and hosting of exhibitions and special events and being extra hands during inventory time, we couldn't do it without them. Hundreds of hours of volunteer time are logged by a vibrant group of dedicated individuals each year.

AFK ARTISTS-IN-RESIDENCE SERIES

Anna Binta Diallo

Fall 2020

In the Fall of 2020, AFK welcomed contemporary, interdisciplinary artist Anna Binta Diallo as a digital artist-in-residence.

Together, AFK and Anna Binta Diallo released a series of 3 videos teaching participants the process of making digital collages and then displaying them in different settings. We started with sourcing and collecting images in video one, then learning how to digitize all imagery and begin the collage process in video two. The final video is about contextualizing the collages in different spaces to create a final composition.

Inquiry Questions:

How can we tell stories by collecting and playing with found imagery digitally?

How does changing the context of the images change the stories we are telling?

First Peoples Principles of Learning

Learning is embedded in memory, history, and story.

Core Competencies

- **COMMUNICATION:** Students engage in informal and structured conversations in which they listen, contribute, develop understanding and relationships, and learn to consider diverse perspectives. Students communicate in order to collaborate.
- **THINKING:** Students communicate to share and build on one another's creative ideas. Students generate creative ideas through free play, engagement with other's ideas, and consideration of a problem or constraint.
- **PERSONAL AND SOCIAL:** Students are inclusive in their language and behaviour and recognize that everyone has something to contribute.



Number of resources created: 3

Educator Workshop: 1

Audience: limitless

Anna Binta Diallo is a Canadian multi-disciplinary visual artist who investigates memory and nostalgia to create unexpected narratives surrounding identity. As a collector of source and archival material, she works with collage, painting, drawing, design and video. She is interested in blended identities and her work borrows from historical facts intertwined with surreal imagery. Anna Binta Diallo is currently based in Montreal, or Tio'tia:ke, on the traditional territory of the Kanien'kehá:ka.



Student-created narrative portraits inspired by Anna Binta Diallo's work on display at Sutherland Secondary School

AFK ARTISTS-IN-RESIDENCE SERIES



Tajliya Jamal Winter 2021

Visual artist and illustrator Tajliya Jamal joined AFK as artist-in-residence this winter 2021. AFK worked with Tajliya to create 4 art activity videos that provide hands-on and step by step drawing and bookmaking instruction featuring the artist's creative process. She shares techniques for illustrating stories through creating an accordion fold book, developing character drawings, and visual planning strategies. Taj emphasizes that telling our own stories and engaging with other's stories can help us to understand new perspectives and to process complex experiences.

A two-part workshop offered to educators on MS Teams introduced a drawing and bookmaking project that explored storytelling, through the lens of Social and Emotional Learning. Educators learned techniques for illustrating stories through creating an accordion fold book, developing character drawings, and storyboarding.

Number of resources created: 4
Educator Workshop: 2
Audience: limitless

Tajliya is an emerging artist who was born in Vancouver, BC and is still currently living and working there. Working primarily in print media, she responds to cultural shifts and evolutions experienced in the city, specifically in regards to being mixed race, to multiculturalism, and the visibility or invisibility of both.

Inquiry Questions

- How can we represent stories from our own lives using a combination of drawing and text?
- What can we learn through telling stories from our own daily lives and through engaging with other's stories?

First Peoples Principles of Learning

- Learning is embedded in memory, history, and story.

Core Competencies

- **COMMUNICATION:** What strategies did you use to convey emotion in your story?
- **THINKING:** How did you make use of planning strategies to develop your book?
- **PERSONAL AND SOCIAL:** What did you learn about your own story as you represented it using text and drawings?



AFK ARTISTS-IN-RESIDENCE SERIES



Nadina Tandy Spring 2021

In a series of 2 videos, BC-based AFK Artist-in-Residence Nadina Tandy shared a collage activity in the late spring, in which students collect objects from outdoors, create rubbings, and select playful collage imagery from a pdf “collage kit”. Students then combined these elements to create imaginary collage creatures. Characters created by students were then used to tell stories in classrooms and displayed throughout the community.

AFK and BC artist Nadina Tandy offered a 1-hour virtual workshop. This interactive workshop mentored educators to lead a collage project that uses found imagery, objects from nature, found objects and rubbings, to assemble, and install these creations in and around schools and in the wider community.

Number of resources created: 2
Educator Workshop: 1
Audience: limitless

Vancouver-born Nadina Tandy has extensive experience in varied aspects of art and culture, since 1988. She earned a Fine Arts diploma from Langara College (Vancouver) and studied drawing and painting at Emily Carr University of Art + Design (Vancouver). She also completed photography certificate studies at Concordia University (Montreal).

She lives and works on the Sunshine Coast of British Columbia.

Inquiry Questions

- How can we create an imaginary creature by combining images and shapes and using play and experimentation?

First Peoples Principles of Learning

- Learning is embedded in memory, history, and story.

Core Competencies

- **COMMUNICATION:** What parts did you select and create in order to make your collage creature?
- **THINKING:** Describe the creature that you created. What is its name? Does it have any special powers or abilities?
- **PERSONAL AND SOCIAL:** How are you going to share and display your collage creature? What are some questions you can ask to find out more about your classmates' collage creatures?



GORDON SMITH GALLERY CURATORIAL ACTIVITIES

Play

September 2020 - March 2021

This interdisciplinary exhibition featured works from the AFK Collection that exemplify the creative process of play and inquiry. With the singular intent of supporting teachers and our kids K-12 across the curriculum, we were considering how play with materials (including food!), storytelling, words, and place inspires us to grow and learn.

Our curricular resources included intentional support in Social and Emotional Learning, Outdoor Education and Indigenous Education. With each curricular area, we invited ALL educators to consider using the gallery as a resource. We asked some Big Idea questions...

- How does play help us to imagine our world?
- How can play build our sense of belonging and connect us to others?
- What do we learn when we play . . . and how do we learn when we play?



Installation image of the Play exhibition



Installation image of the Play exhibition

Unfixed, The Entangled Works of Chris Curreri and Laure Kang

April - June 2021

Unfixed explored how the concepts of fixing and unfixing operate as metaphorical and artistic strategies in the work of two Toronto-based Canadian artists: Chris Curreri and Laurie Kang. Through works of photography, installation, and sculpture, these artists suggest a network of connectivity between traditional understandings around photography, art history, and intimate personal narratives.



Laurie Kang, Guts 2019. Photograms and magnets. 50.8 x 61 cm

ARTISTS FOR KIDS' COLLECTION

THE COLLECTION

Acquisitions

No acquisitions were purchased in the 2020/2021 fiscal year

Art Donations

Artworks by Jack Jeffrey donated by the artist

Shore Image, 1997 by Jack Shadbolt donated by Diane Bryant

Print Sales

The total print sales during 2020-2021

\$52,081

Limited Edition Print Publications

No print publications were produced in the

2020/2021 fiscal year sales as recorded by Finance

SPONSORSHIPS & DONATIONS

Sponsorships

Smith Foundation
ArtStarts In Schools
Christopher Foundation
North Vancouver Recreation Commission
The City of North Vancouver
CUPE Local 389
The District of North Vancouver

Partnerships

West Vancouver School District
Opus Framing and Art
Griffon Art Projects
Vancouver Art Gallery
Emily Carr University of Art and Design
City of North Vancouver
Cheakamus Centre

Financial Donations

The total donations during 2020-2021

\$148,933

SALES, MARKETING & PROMOTIONAL ACTIVITIES

AFK and the Smith Foundation provided a social media calendar via Instagram, Facebook and Twitter that strategically shared programming, events and fundraising.

FORWARD VISION, OUR GOALS

As a District resource, Artists for Kids will be examining and **acting upon** the following goals, supporting the overarching North Vancouver School District 2021-31 Strategic Plan for the 2021-22 school year.



Student Centered Education

Provide supports to art educators and students to build courage to teach and learn from diverse perspectives.



Innovative Instruction

Implement and model adaptable teaching strategies that embrace diverse personal journeys.



Welcoming and Inclusive Culture

Address systemic inequalities by designing welcoming, engaging and accessible learning systems and practices.



Mental Health and Well-Being

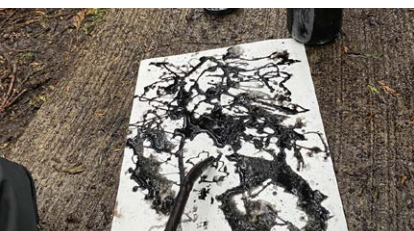
Place connection with self, others and environment at the center of our practice.



Truth, Healing and Reconciliation

“Build student capacity for intercultural understanding, empathy, and mutual respect. Identify teacher training needs in relation to above.”

Truth & Reconciliation Call to Action: #63



Environmental Stewardship

Place connection with self, others and environment at the center of our practice through an ethic of care.

Collage Creature Creation with AFK Artist-in-Residence Nadina Tandy

By Amelia Epp, District Visual Arts Teacher, Artists for Kids

Imaginary collage creatures were popping up this spring across North Vancouver in toy stores, book shops, restaurants, public libraries, classrooms, and school libraries. These whimsical made-up characters were sure to bring a smile to your face, composed of anything from butterfly wings, insect heads, frog feet, and puppy faces, to human legs, smiling bearded mouths, tree bark, leaf rubbings, ferns, and twigs! Nadina Tandy, an artist based on the Sunshine Coast, joined AFK as Artist-in-Residence this spring to share this playful collage project with the North Vancouver School District through a series of two videos and a virtual hands-on pro-d workshop that was recorded and shared online.



In the series of two videos, designed for primary grades, Nadina Tandy shares a collage activity in which students collect objects from outdoors, create rubbings, and select playful collage imagery from a pdf "collage kit". Students then combine these elements to create an imaginary collage creature. Nadina discusses how she incorporates play and experimentation into her own artistic practice, and she shares creative ways that she displays and reproduces her own collages. The videos and accompanying pdf collage kit can be found on the AFK website.

The pro-d workshop was offered virtually in May and was attended by over 20 North Vancouver School District staff. Nadina shared examples of her mixed media and collage-based artworks and discussed examples of community art projects she's carried out across the Sunshine Coast. A live demo of the collage project was provided, with workshop participants following along and sharing their own creations at the end of the session.

Collage Creature Creation with AFK Artist-in-Residence Nadina Tandy (continued)

Following the workshop, classes across the North Vancouver School District carried out the collage project. At Cleveland Elementary, a “Creature Week” was organized during which six classes from grades 1 through 5 made collage creatures. Their creations were then displayed throughout Edgemont village in the windows of several businesses including Kidsbooks and BC Playthings and at the local public library branch. Cleveland Elementary students took a field trip to the village to visit their creations!

At Blueridge Elementary, students in grades 1 and 2 created collage creatures and brought them to life through live performances.

Teacher-librarian Maryn Quarless has shared her experiences with the collage project:

Nadina Tandy’s process enthralled Grade 1 and 2 students at Blueridge. Each student used magazine clippings, plant rubbings, and the collage creature kits provided by AFK to create their own unique character. Students then brought their characters to life through story workshop performances. Curricular connections arose organically as students showcased their knowledge of story elements and drama, drew comparisons to Indigenous animal legends, and even used their newfound plant rubbing skills to explore local plants.

Engaging with Nadina directly and creating my own collage creature during the online AFK workshop was such an authentic experience. Learning about her process—how she created these collage characters to connect and bring whimsy to her community when public art spaces were closed—really resonated. In the classroom this year, “art therapy” has been more important than ever. Our little franken-creatures inspired countless giggles, and every student was thrilled with their creation.



Collaboration Through Printmaking

By Daylen Luchsinger, District Vice Principal of Fine Arts

Catherine Schechter's grade 2/3 class at Lynn Valley Elementary recently enjoyed a unique opportunity to explore collaborative art making with internationally acclaimed Master Printmaker Jillian Ross. Based on Jillian's lived experience in South Africa, the subject of rhinoceros was selected for students to delve into the collaborative opportunity printmaking presents.

On the day of, Jillian and I were warmly greeted by Lynn Valley Principal Chanin Smyth, but not so warmly greeted by the weather... it was snowing! After approximately 15 minutes of snowy weather, the sun came out and so began an enthusiastic afternoon of printmaking.

Under the caring guidance from art educator Catherine Schechter, students researched and developed drawings of black and white rhinoceroses, focusing on details of their defining features: eyes, mouth, feet, tail, and horns.

The students explored new materials and techniques and learned through their senses. Questions included, "What does ink sound and feel like when using a brayer?" Students also experienced what printmaking ink felt like in their hands. Jillian's time was generously supported by local art gallery Griffin Art Projects, where her collaborative work with South African artist William Kentridge will be on display May 22 to September 4, 2021.



Student artwork drying outside Lynn Valley Elementary



I would like to thank the Division 9 grade 2/3 students, Teacher Catherine Schechter, Principal Chanin Smyth, Vice Principal Kendra Arkinstall, Artist Jillian Ross and Griffin Art Projects.

Connection Through Collaborative Printmaking

By Daylen Luchsinger, District Vice Principal of Fine Arts

In June, Artists for Kids (AFK) and Arts Education hosted a professional development workshop for educators and staff. The workshop was facilitated by local artists Sara-Jeanne Bourget and Mark Johnsen of Patio Press.



Sara-Jeanne and Mark presented on the power of connection through collaborative printmaking. Following the presentation, the group of educators discussed ideas of connection, what it meant to each of us—particularly this past school year—and then carved an image to be printed and shared.

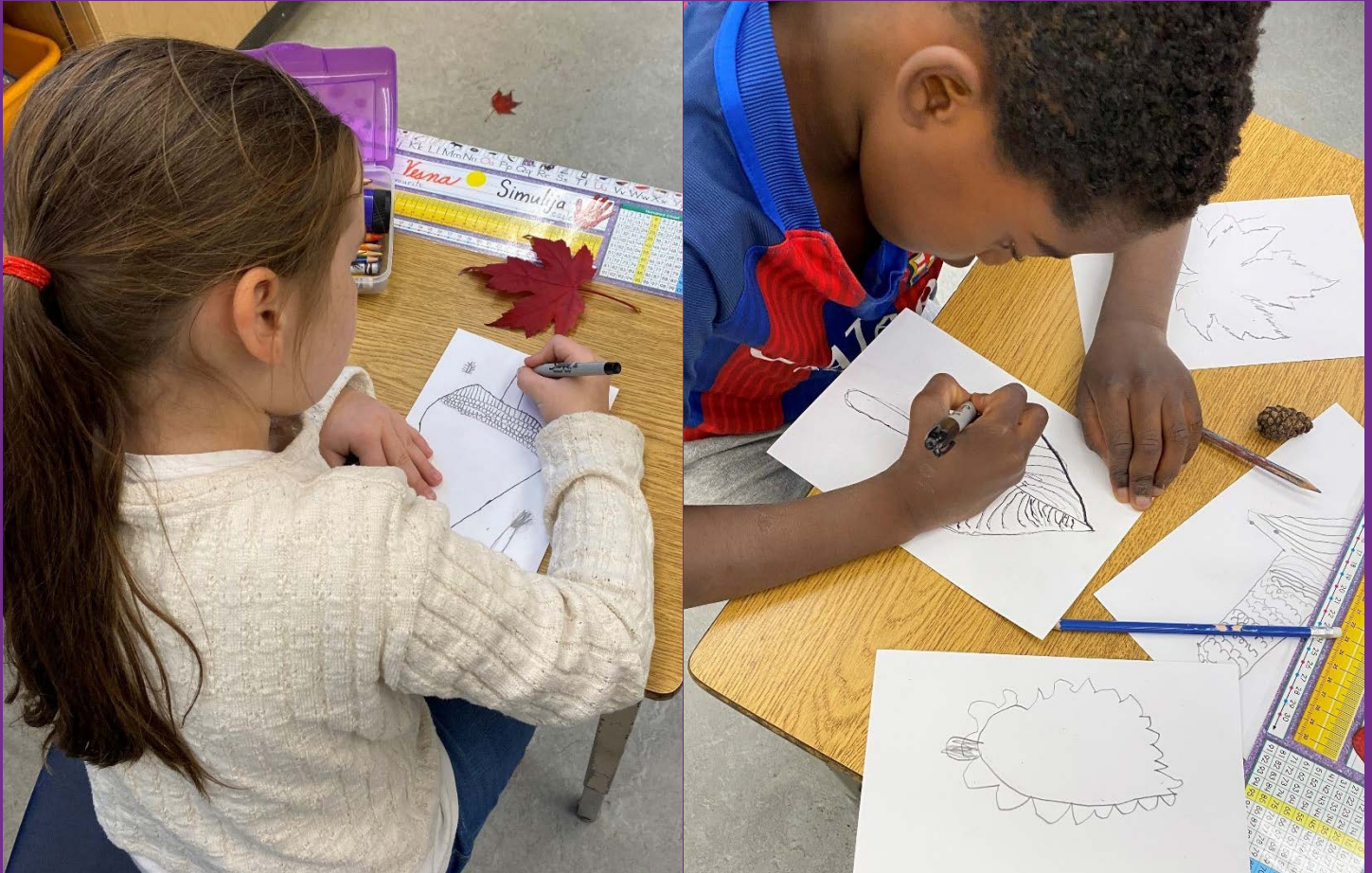
This process centered around a principle of reciprocity. Individuals were asked to create something that would be gifted to their peers. In this act of giving, a great sense of community was formed.

Over two days, Sara-Jeanne and Mark printed each person's visual response to the theme of connection; 289 prints were printed, totaling 17 editions. Each participant received one of these portfolios as a celebration of reconnecting.



Superintendent's Annual Holiday Card Tradition Continues

By Daylen Luchsinger, District Vice Principal of Fine Arts



Grade 2 students at Canyon Heights Elementary draw leaves set to be scanned into the Superintendent's holiday card.

This year, Artists for Kids was asked to lend its support to the creation of the Superintendent's holiday card, an annual tradition at the North Vancouver School District.

As this request came across my desk, I must admit my inner "Ebenezer Scrooge" got his hackles up a little. I, like so many in the arts, have a bit of a kneejerk-cringe reaction to holiday art projects. Perhaps this has to do with some of the aloofness that gets ingrained in us within the art world. That being said, a good hand turkey art project always brings a smile to my face.

With images of snow globes and snowmen swirling in our heads, the AFK team started dreaming up an activity that would take the form of a class collaboration project. We settled on an observational drawing activity.

This activity spoke to our artistic hearts, as this is a foundational artistic skill that develops the practices of looking and recording.

For this project, I had the pleasure of working with Mr. Robert Moser's Grade 2 class at Canyon Heights. Robert and I discussed the project and selected a time. We chose the afternoon, even though Robert eloquently shared with me that attention spans can be short in the afternoon!

Superintendent's Annual Holiday Card Tradition Continues (continued)

To prepare for our drawing project, the students were tasked with collecting their drawing subjects, an assortment of natural objects from the school grounds.

When we met for our collaboration session, the students spent the afternoon carefully observing and recording the details of the objects they had found.

After the drawings were completed, each student's drawing was scanned and arranged in the collaborative artwork.

During this experience, I was fortunate to witness a moment of wonder. As the students' collective energy and excitement grew, Mr. Moser calmly walked over to his computer and played a rendition of John Lennon's "Imagine."

Slowly, all the Grade 2 students sat down in their seats and started singing along, refocusing their energy on drawing and the project at hand. It was a beautiful moment, and it warmed my heart.

We know that 2020 has limited how far and often we can travel, yet it has also turned our collective focus to some of the natural wonders that exist in our own communities. This artwork is a delicate sharing of some of the special objects found by this one group of students at Canyon Heights.

I would like to thank everyone involved in this year's collaboration: Superintendent Mark Pearmain for asking AFK to lead this year's project; the entire AFK team for their ideas and technical support; Kevin Ward and Judith Lowe for welcoming me into their school; and most of all, Robert Moser and his students for warming my heart.



2020 Superintendent's Holiday Card

Bill Reid's Xhuwaji / Haida Grizzly

By Allison Kerr, District Principal, Arts Education

In 1988, Canadian Artist Bill Reid designed Xhuwaji / Haida Grizzly on a ceremonial drum. This drum was the first acquisition of art purchased by Artists for Kids (AFK).

In 1990, Reid generously donated to AFK an edition of serigraph prints developed with printmaker Terra Bonnieman, using the Xhuwaji / Haida Grizzly image, to be sold through the AFK Editions print shop. Funds raised would pay for the acquisition of the ceremonial drum and further support visual arts education in the NVSD and beyond. The result of this vision and generosity made history.

Thanks to the exceptional inspiration of our founding patron artists, Bill Reid, along with Gordon Smith and Jack Shadbolt, and some of Canada's most renowned artists following his example, the collection has steadily grown into a significant art portfolio offering collectors a unique opportunity to support cultural growth.

Today, Artists for Kids holds a notable collection of Canadian art at the Gordon Smith Gallery, including Bill Reid's ceremonial drum. Our gallery and collection continue to be a vibrant learning hub, offering the ability to learn through the lens of the arts and through each other, like no other educational system in the world.

In 2020, in honour of Bill Reid's 100th anniversary of his birth and in commemoration of his huge cultural legacy, the Canadian Mint unveiled the 2020 \$2 Bill Reid Commemorative circulation coin. We are honoured, as this coin features the Xhuwaji / Haida Grizzly.

We are able to show our gratitude once more to Bill Reid, as one of the founding artists who helped to build Artists for Kids, now 30 years old, by continuing to support kids, educators and artists.



The ceremonial drum, pictured here, is part of Artists for Kids' permanent collection.

Submitted to the North Vancouver Board of Education October 19th, 2021 on behalf of the 2020-21 Artists for Kids Management Committee

Chair

Mark Pearmain

Director

Allison Kerr

Secretary

Jacqui Stewart

Management Committee Members

Angelee Bulsara

Matt Burnett

Rick Chan

Cailyn Kim

Daylen Luchsinger

Kulvir Mann

Nancy Roberts

Ian Wallace

Deb Wanner

APPENDIX A

SCHOOL DISTRICT NO. 44 (NORTH VANCOUVER) - ARTISTS FOR KIDS PROGRAM

Statement of Financial Position

June 30, 2021, with comparative information for 2020

(Unaudited)

	2021	2020
Assets		
Current assets:		
Accounts receivable (note 3)	\$ 7,784	\$ 6,449
Prepaid expenses	2,296	2,296
Print inventory for resale	300,617	312,540
	<u>310,697</u>	<u>321,285</u>
Accounts receivable (note 3)	3,109	2,709
Permanent collection of artwork	2,076,128	2,045,028
	<u>\$ 2,389,934</u>	<u>\$ 2,369,022</u>

Liabilities and Fund Balances

Current liabilities:		
Deferred revenue	\$ 29,425	\$ 36,735
Due to North Vancouver School District (note 4)	267,192	203,941
	<u>296,617</u>	<u>240,676</u>
Fund balances:		
Permanent Collection of Artwork	2,076,128	2,045,028
Legacy Fund	102,500	102,500
Unrestricted	(85,311)	(19,182)
	<u>2,093,317</u>	<u>2,128,346</u>
	<u>\$ 2,389,934</u>	<u>\$ 2,369,022</u>

See accompanying notes to financial statements.

Approved on behalf of the Artists for Kids Program:

_____ Superintendent

_____ Secretary-Treasurer

APPENDIX A

SCHOOL DISTRICT NO. 44 (NORTH VANCOUVER) - ARTISTS FOR KIDS PROGRAM

Statement of Operations - Unrestricted

Year ended June 30, 2021, with comparative information for 2020

(Unaudited)

	2021 Budget (note 5)	2021 Actual	2020 Actual
Revenue:			
Sale of prints	\$ 45,000	\$ 52,081	\$ 17,711
Less:			
Sales discounts	10,000	13,480	150
Sales commissions	-	200	1,295
	35,000	38,401	16,266
Cost of sales	17,000	18,573	2,220
	18,000	19,828	14,046
Donations	110,040	148,933	165,823
After school program fees	26,000	20,674	55,930
Summer program fees	-	-	78,973
Daycamp	36,000	36,100	33,078
Gallery rentals	-	-	600
Miscellaneous	10,350	11,926	15,102
	200,390	237,461	363,552
Expenses:			
Salaries and benefits	193,838	187,218	149,360
After school program	20,324	10,053	51,088
Enrichment program:			
Pullout	8,000	6,740	10,483
Exhibition	2,500	1,598	682
Gallery program	2,500	2,419	10,462
Day Camp	17,490	19,292	613
Art Academy	9,600	9,338	10,248
Summer program	-	-	73,387
Outreach	500	149	68
Scholarships	4,000	3,000	3,000
Professional fees	7,000	4,812	9,635
Promotion	3,600	2,144	2,488
Insurance	11,500	11,422	10,756
Credit card fees	4,000	4,482	5,835
Travel	2,200	1,625	2,927
Furniture and equipment	500	1,803	280
Supplies	4,000	4,574	3,759
Wild New Territories Discovery Day	-	-	18,092
Miscellaneous	2,000	1,821	2,405
	293,552	272,490	365,568
Deficiency of revenue over expenses	\$ (93,162)	\$ (35,029)	\$ (2,016)

See accompanying notes to financial statements.

APPENDIX A

SCHOOL DISTRICT NO. 44 (NORTH VANCOUVER) - ARTISTS FOR KIDS PROGRAM

Statement of Changes in Fund Balances

Year ended June 30, 2021, with comparative information for 2020
(Unaudited)

	Permanent Collection of Artwork	Legacy Fund	Unrestricted	Total
Balance, June 30, 2019	\$ 2,044,434	\$ 102,500	\$ (16,572)	\$ 2,130,362
Deficiency of revenue over expenses	-	-	(2,016)	(2,016)
Invested in artwork:				
Purchases	594	-	(594)	-
Sales	-	-	-	-
Donations	-	-	-	-
Balance, June 30, 2020	2,045,028	102,500	(19,182)	2,128,346
Deficiency of revenue over expenses	-	-	(35,029)	(35,029)
Invested in artwork:				
Donations	32,500	-	(32,500)	-
Moved to resale inventory	(1,400)	-	1,400	-
Balance, June 30, 2021	\$ 2,076,128	\$ 102,500	\$ (85,311)	\$ 2,093,317

See accompanying notes to financial statements.

APPENDIX A

SCHOOL DISTRICT NO. 44 (NORTH VANCOUVER) - ARTISTS FOR KIDS PROGRAM

Statement of Cash Flows

Year ended June 30, 2021, with comparative information for 2020
(Unaudited)

	2021	2020
Cash provided by (used for):		
Operations:		
Deficiency of revenue over expenses	\$ (35,029)	\$ (2,016)
Donations to Permanent Collection, an item not involving cash	(32,500)	-
Net changes in non-cash operating working capital:		
Accounts receivable	(1,735)	16,969
Print inventory for resale	13,323	(4,423)
Deferred revenue	(7,310)	(56,653)
Due to North Vancouver School District	63,251	46,717
	-	594
Investing:		
Additions to Permanent Collection	-	(594)
	-	(594)
Change in cash	-	-
Cash, beginning of year	-	-
Cash, end of year	\$ -	\$ -

See accompanying notes to financial statements.