



# Description

The artifact is a sample of student art - acrylic on canvas.

The student used this artwork to represent their inquiry learning on a theme of Canada titled “We the North” Students chose a lense to center their inquiry (biological/Science, identity/Socials, analytical/Math under this theme then were asked to narrow their inquiry focus according to their interests or passions.

Inspired by the book, “If” by Donald Smith and his love of inventions, this student took up an interest on inventions. He created a alternative form of a timeline by marking out significant Canadian inventions on a log slice. His art was meant to represent the idea that ideas and innovations can come from unexpected places, and that they can inspire light from others.

# Artifact connection to inquiry journey

Our inquiry has been related to the effects of arts integration in an inquiry focused, interdisciplinary group of three grade eight cohorts called CORE8 in Selkirk Secondary School in Kimberley, BC.

A missing piece myself and many of my colleagues experienced in inquiry learning was the narrowness of the product choices. Much of the rich learning was funnelled into underwhelming slideshows. Our intention was to integrate art into our inquiry process to promote creative expressions of new learning and understandings.

# Artifact connection to inquiry journey

The integration of art has had significant impacts on the students and teachers in our school. Most people in our school saw art belonging only in art class at the secondary level but this inquiry has begun to shift that way of thinking. Students are now branching out into more creative methods to represent their learning and teachers seem much more likely to approve of these choices.

The artifact reflects the innovative practices and structures that rural schools are breeding grounds for, in my experience. I think the imagery of the idea changing the landscape blends well with the concept of “Growing Innovation” overall.

# Important? Unexpected?

Offering new ways to demonstrate understanding is an important piece of the inquiry puzzle to me. It mirrors the opening up of curriculum that allows students to individualize their learning. It is now common to have conversations and interactions with students expressing validation that their artistic talents and creative interpretations of their learning are just as valued as reports and slideshows.

Something surprising...simply that art isn't as messy as I thought it would be!

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