

Conference Presentation - From the Outside Looking In: Putting Toronto Youth Arts

Organizations in the Cypher

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Prezi Component



1.

A PDF copy of this presentation is included in this package, labeled MB5; however, this presentation is best viewed through an interactive link at:

<https://prezi.com/view/jGEU1hnTeVIolnvBOzph/>

Conference Script Outline**Conference Presentation Outline**
Arts for Community and Culture**INTRODUCTION:**

M: Hello and welcome. My name is Madison Byblow, and I am a Masters of Education student at Lakehead University and an Ontario Certified Teacher.

E: Hello everyone. My name is Elesha Daley and I am a Masters of Education student at Lakehead University and an Ontario Certified Teacher. Madison and I both work for school boards within our local communities.

E: Our presentation today is part of YouthSites, a SSHRC funded, longitudinal research project. The project researches and examines community arts organizations within the non-formal youth arts learning sector of Toronto, Vancouver, and London. Specifically, YouthSites works with organizations that provide services for youth from socially excluded backgrounds. We map the youth participation in out-of-school arts learning and investigate the structural relationship between the development of this sector and the changing role and meaning of creative education.

M: Elesha and I have been involved with YouthSites since June of this year. We have worked with a number of organizations in Toronto that are a part of the non-formal youth arts learning sector. Today, we will highlight two of those organizations, UrbanArts and Unity Charity. As teachers, we are outsiders looking in on the non-formal youth arts learning sector to consider the unique and powerful contributions that these organizations make within the community. For this presentation, this is how we have positioned ourselves in relation to the concept of the cypher.

M: Without further ado, welcome to the cypher.

VIDEO.

M: We have organized this presentation around the idea of a cypher, which is a concept we encountered this summer at a community arts festival. A cypher is a hip-hop space in which there is a circle of supportive community onlookers and dancers who are ready to go into the middle to share their expertise.

E: For the purposes of our presentation, we are considering the cypher as the non-formal youth arts learning sector, and the organizations as participants within that cypher. Each organization makes unique and powerful contributions to the cypher as they interact with youth and one another in the community of Toronto.

E: The first organization we will highlight today is UrbanArts. Formerly known and founded as Arts York in 1989, UrbanArts has developed into a community arts organization that focuses on arts programming for youth in Toronto. UrbanArts enhances Toronto neighborhoods by engaging youth in community development through the arts.

M: The second organization highlighted here today is UNITY Charity. UNITY Charity is an organization that focuses on mental health strategies for youth through hip-hop culture. Founded in 2007, UNITY engages with youth in in-school and out-of-school settings, fostering community, artistic development, and positive mental health strategies.

M: So, how might these organizations function as a cypher for community arts and culture in the non-formal youth arts learning sector of Toronto?

E: These organizations step into the cypher to do something unique for community arts and culture through two key ideas.

- Knowledge Exchange and Cultural Capital
- **We are going to share three claims that we have witnessed through our research that demonstrate how these organizations step into the cypher to provide youth with unique opportunities to exchange knowledge and build cultural capital.**

E: Through the Graffiti Transformation Project and more recent Mural Project, UrbanArts engages youth in reshaping spaces with their own art. UrbanArts gives youth a platform to exhibit their art and take accountability for their community spaces by creating murals that represent stories of diversity and community. Prior to the project commencement, youth, professional artists and community members come together to collaborate on mural designs. Once a plan and mural location is decided, youth participants are provided with basic employment skills training. Finally, youth and facilitators begin painting murals, incorporating images that encourage diversity and community development. Youth may utilize the acquired skills in society and life. Inevitably, this enables youth to build cultural capital.

M: UNITY Charity creates spaces where knowledge and experience are exchanged intergenerationally, removing the teacher/student power dynamic, cultivating a community.

M: UNITY Charity has two program streams for participants, ENGAGE and INSPIRE programs. Centered around mental health strategies for youth, UNITY's programs address tough conversations head-on. By using hip-hop culture as a way to express stress, artist facilitators open the floor up to the youth to develop in and out-of-school community conversations about mental health. Youth and facilitators exchange stories and experiences with one another. Ultimately, this is where knowledge exchange happens.

E: UrbanArts develops youth art programs in response to youth needs. They provide a space for youth to interact with each other and the facilitator, using technology to develop their own products. UrbanArts runs a mobile and in-house program that allows youth to produce their own beats with the use of digital audio workstations and software. Facilitators are experienced beat makers and music producers that support participants during the creative process. This provides youth and facilitators the opportunity to share ideas, techniques and musical styles while creating a final musical product. These products may then be presented during a summer community arts festival that showcases their musical products to the community, professional music producers, and artists. Not only does this encourage a network of knowledge sharing within the sector but it ultimately allows youth to have the opportunity to build cultural capital.

M: So why is this relevant? Our presentation has focused on two key ideas that are developed within the cypher of the non-formal youth arts learning sector. These are key ideas that we have witnessed as researchers with the YouthSites project. First, these organizations provide *art for culture* by helping participants develop cultural capital such as marketable skills. Second, these organizations provide *art for community* by allowing a mutual knowledge exchange among participants, facilitators, and community members.

E: Our intention is to shed light on a community that is sometimes overlooked. By way of it being non-formal, this sector of education is often viewed as supplemental to in school learning; however, these organizations bring much to the table than just arts education. Organizations in this sector develop engaged citizens who gain the skills to interact with the world and community around them. This is made meaningful through art for community and culture.

M: We hope you leave today considering what part you play in the cypher. How does the organization you work with, the art you create, or the work that you do contribute to the cypher of the non-formal youth arts learning sector?

M: Thank you so much for coming today and taking an interest in a sector that contributes widely to the success of youth and the urban infrastructure of Toronto. If you have any questions about the YouthSites project or any organizations involved, the principal investigator of YouthSites is Stuart Poyntz in Vancouver, with Michael Hoechsmaan in Toronto and Julian-Sefton Green in London. We hope you enjoy the rest of the conference and have a great day.

Conference Schedule

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8:45-9:25	Registration Coffee & Refreshments OISE 2 nd Floor			
	RM 2296	RM 2279	RM 2281	RM 2211
9:30 – 10:15	<p>Improvisation-Based Storytelling through Tableau Kayla Warburton, & Christina Tjandra (OISE)</p> <p><i>Examining stories through tableau creation and improvisational methods</i></p>	<p>Painting for Experiential Practice: An Arts-Based Method for Understanding the Classroom Culture of Learning Catherine Shea (Central Montessori School), Mimi Masson (University of Ottawa), Simone Côté, (McGill University)</p> <p><i>A hands-on abstract painting activity</i></p>	<p>Bridging Isolation Through Co-Creational Culture with Street-involved Adults in a Low Barrier Environment Terri Robertson (Ontario Expressive Arts Therapy Association)</p> <p>‘LearningMethods’: A Radically Simple Solution to Performance Anxiety Orlena Bray (Western University)</p> <p>Investigating Imagination in Adults with Autism with Art-Based Assessments Olena Darewych (Wilfrid Laurier University)</p>	<p>Student Engagement through Diverse Representations: Comics as Pedagogy Sabita Ramlal & Aaron A. Weiss (York University)</p> <p>Making Things Across Difference: Media Creation and Cultural Production Esther Maloney (OISE)</p> <p>Getting “Drop Outs” to “Drop In”: Product-based Learning through Skateboards Craig Morrison (OISE)</p>
10:15 – 11:00	<p>Kandinsky and the Noisy Paintbox Catherine West (University of Toronto) & Sophie Bell (Ryerson University)</p> <p><i>Explore connections between movement, sound, shape and colour</i></p>	<p>Our Story – Our Stories: Art Activity for Team Building Elzbieta Uher (Concordia University)</p> <p><i>An artmaking activity to promote team building</i></p>	<p>Possibilities and Challenges of Using Dance in Life History Research Derrick Tu (York University)</p> <p>Unorthodox data-gathering - ‘The (City) Doctor is In’ Anne Frost (Humber College)</p> <p>Arts for Educational Research: Exploring Leadership Experiences through Visual Images Fauzanah Fauzan El Muhammady (McGill University)</p>	<p>Comedy, Tragedy, and Radical Hope Shannon Boeckner (Ryerson University)</p> <p>From the Outside Looking in: Putting Toronto Youth Arts Organizations in the Cypher Madison Byblow & Elesha Daley (Lakehead University)</p> <p>Ensuring Equitable Access to Elementary Arts Education Natalie Florence Sanchez & Joyinn Ying Zuo (OISE)</p>

LEGEND:
Interactive Workshop
Panel Presentation
Research Presentations
Refreshments Available