

C.K. McClatchy High School



Visual and Performing Arts Academy

Overview & Strategic Plan

Table of Contents

Introduction to VAPA Academy at C.K. McClatchy High School
1

The Current VAPA Program
2

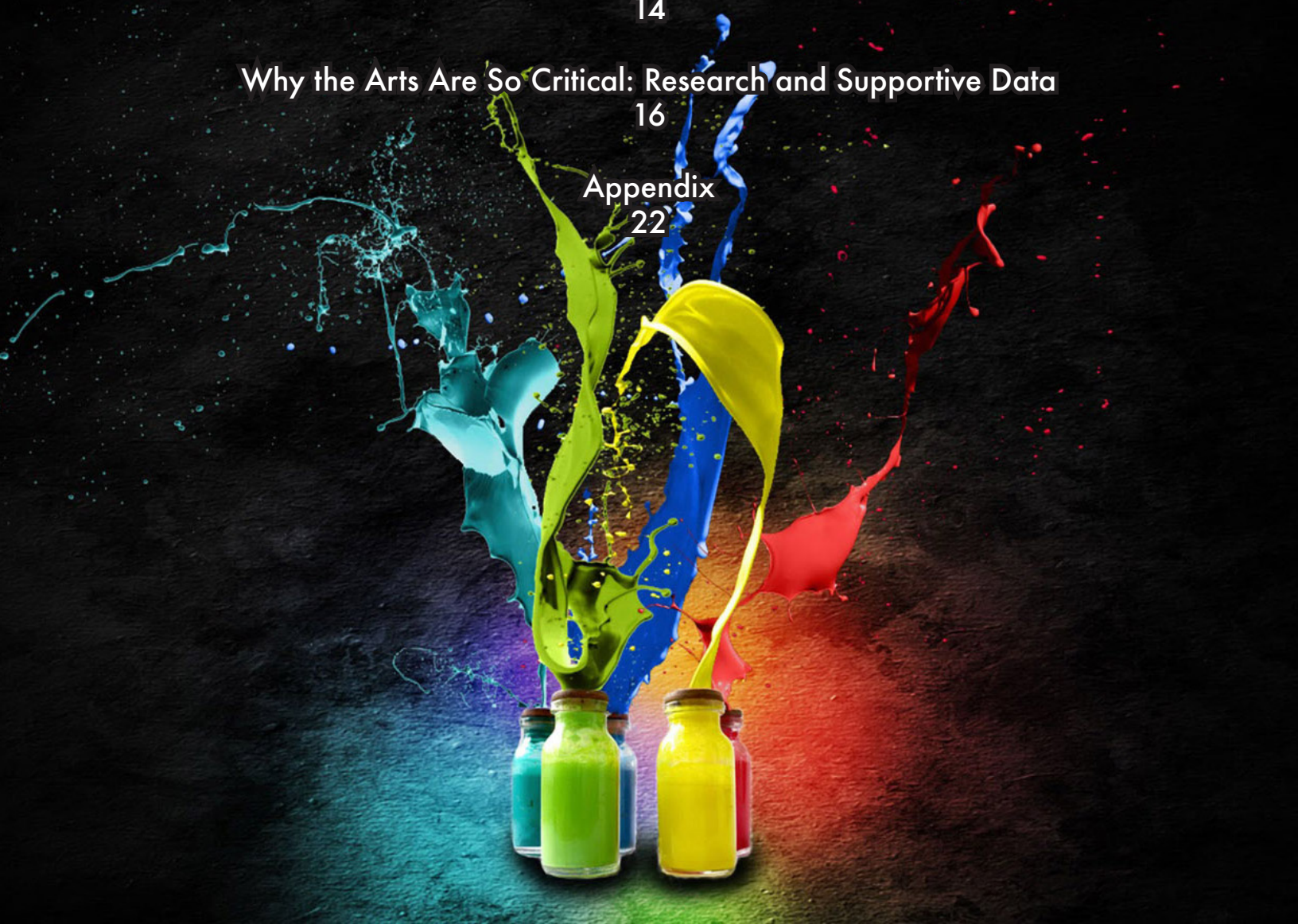
Future Expansion of the VAPA Program
5

5 Year Plan: Tentative New Course Offerings & Facility Upgrades
11

VAPA: Helping to Serve the Diverse Needs of McClatchy Students
14

Why the Arts Are So Critical: Research and Supportive Data
16

Appendix
22



The Visual And Performing Arts (VAPA) Academy At C.K. McClatchy High School

While the VAPA program at CK McClatchy High School can prepare students for careers in the arts, it will also develop 21st century skills needed for a workforce where creativity and innovation are the benchmarks of the new, global, knowledge economy.

The VAPA Academy will nurture the whole brain, finding ways to marry art and the core subjects, developing new interdisciplinary coursework with real world objectives to create a new way of teaching and learning.

The VAPA Academy is designed to meet the Sacramento City Unified School District's (SCUSD) Graduate Profile, which defines the knowledge, dispositions, and skills students must obtain and demonstrate in order to be prepared to pursue an array of post-secondary opportunities: critical thinking and problem solving; creativity, innovation, and entrepreneurship; communication and collaboration; media evaluation and application; and life and leadership skills.



hand drawing by Skyler Brown, C.K. McClatchy graduate

A close-up photograph of two paintbrushes with dark bristles and silver ferrules, set against a vibrant, abstract background of yellow, orange, and blue. The brushes are positioned diagonally, with the one on the left slightly behind the one on the right. The background is a soft-focus blend of these colors, creating a warm and artistic atmosphere.

The Current VAPA Program

VAPA's Purpose and Program Highlights

VAPA's Visual Arts courses work to ensure that students receive a comprehensive and substantial education centered on elements of art and the principles of design, with an emphasis on personal achievement and character development. Our intent is to prepare young people for a life in which they will solve the world's problems creatively through collaboration and innovation.

Current Program Highlights

- Traditional 2-dimensional and 3-dimensional artistic disciplines with academic rigor following California Common Core Standards
- Collaboration opportunities for art exhibits and on community projects
- Student internships with community business owners and course articulation with Sacramento City College



VAPA's Performing Arts courses work to ensure that students receive a comprehensive and substantial education centered on musical or theatrical achievement and character development. Our intent is to prepare young people for a life in music or theatre arts – either as a career or for self-fulfillment.

Current Program Highlights

- Traditional vocal and instrumental ensembles with rigorous performance expectations
- Performance collaboration with theatre arts, kinetic arts, and other musical arts programs and ensembles
- Authentic educational experience that offer the opportunity to witness performances by and collaborate with the finest professional musicians



The VAPA Academy implements theory, history, aesthetics, and culture as defined by the National and California State Standards and are introduced, discussed, and applied in all courses. Meaningful leadership opportunities that focus on the benefits of a strong work ethic, the importance of community, and the social responsibility of the artist are also presented to students within the program.

The VAPA Academy has a yearly calendar of events both on and off campus including gallery showings, field trips, community service opportunities, as well as State and County artistic competitions.

The VAPA Academy plans to have mandatory field trips to San Francisco museums and galleries annually, as well as on campus visitation from two local prominent artists per year. Visual artists will have the opportunity to experience “plein air” field trips to Land Park. Advanced students can participate in community projects, independent study, and internships in their chosen creative field with community business partners.

The VAPA Academy is also in process of developing a Parent Booster Program wherein parents will help establish and run art events and fund raising.



A Strong Curriculum with an Exciting Future

CK McClatchy has experienced a re-emergence of an art culture on its campus, due in part to the recent creation of the VAPA Academy. By providing a cohesive education program that is designed to meet all of the California Common Core Standards, as well as fostering creativity and innovation in a multitude of artistic disciplines, the Academy fills a critical void in coursework to help prepare students for careers in the 21st Century.

Current Courses for the 2015/2016 School Year

2D Art	Choir
3D Art	Piano Lab
Advanced 2D Art	Jazz Ensemble
Multicultural Art and Sculpture	Concert Band
Ceramics	Marching Band
Advanced Ceramics	Orchestra
Photography	Drama
Film Studies	Dance
Graphic Design	



Future Expansion of the VAPA Program

The Goals of the VAPA Academy

2D Arts – Drawing, Collage & Painting

Providing students with the opportunity to explore their artistic talent in the world of Two Dimensional Art will help develop their personal skills of creative inspiration and problem-solving. Beginning with the Elements and Principles of Art, this course will develop artistic perception from processing analyzing and responding to sensory information through the language and skills unique to the visual arts. Creative expression will be explored through creating, performing and participating in the visual arts. Historical and cultural context will be included in these courses along with understanding the historical contributions and cultural dimensions of the visual arts. Aesthetic valuing and connecting and applying what is learned in the visual arts to other art forms and subject areas and to the myriad of career possibilities and pathways in the arts will also be included in this course.



Among the many media we will be exploring and creating with are Graphite, Chalk Pastels, Tempera, Water Color, Pan and Ink, Oil Pastels, Collage, and Oil and Acrylic paints.



3D Art

Through a series of projects using a variety of art media like clay, wire, plaster, metal, and many other materials, students will explore the complex set of relationships inherent in the process of making 3-Dimensional art and design. Processes covered may include additive and subtractive sculptures, modeling, carving, and assemblage types of sculptures. Using a variety of strategies of representation students explore how a single idea can manifest into multiple forms according to varying constraints.

Criticism is a key component of the student's developments in terms of quality and quantity, in both objective and subjective terms. Upon course completion, students should be able to develop, analyze and present ideas, concepts, generate meaningful, well-crafted works within particular contexts, articulate a specific inquiry and critique work according to an established criteria. Projects are designed to introduce and fuse content, skill, and the principles of design and composition. Emphasis will be placed on solving visual problems and thinking critically, analytically, and creatively.

Multicultural Art

Art is a universal language that surpasses the use of words in conveying a message. Whereas Art crosses the boundaries of language, it also crosses cultural boundaries; it has the power to bring very diverse people together. Visual artistic language can be understood on a deeper nonverbal level and is therefore universal. It is through this study and re-creation/interpretation of art objects from various cultures and their sociocultural contexts that students can begin to acquire the knowledge, skills, and attitudes consistent with being highly effective citizens in today's global society.



Multicultural art education increases students' awareness and understanding of the world around them by exploring cultural similarities and differences (customs, economics, literature, history, politics, religions, geography, and demographics) in a meaningful way. Multicultural art will help students to think critically about their place in their community and the world. The critical role of context emerges as

the factors influencing interpretation (cultural, social, historical, economic) are considered. The arts, by their very nature, are an essential unifying force in the multicultural curricular development of our increasingly diverse student populations.

Ceramic Arts

Craftsmanship, creativity, and an appreciation for the elements of art are critical to producing amazing works of ceramic art, and as students continue their exploration of clay as an art medium they gain greater confidence in their own skills of creation as well as their power to become critical thinkers about art – their own as well as contemporary and historical works. Their appreciation of the process of creation and problem-solving skills will contribute to lifelong learning and career skills.

Students will be exposed to the history and culture of ceramics with emphasis on both utilitarian and sculptural pieces. Students will learn various forming techniques using hand built techniques as well as how to finish their pieces with various types of glaze and firing techniques. All VAPA ceramic courses adhere to the State Standards for Visual Art including Artistic Perception, Creative Expression, Historical and Cultural Context, Aesthetic Valuing and Connections, and Relationships and Applications.



Computer Graphic/Web Design and Digital Media

The VAPA Academy understands that technology is a major driving force behind today's economy and competitive job market, and that there are a wide variety of job opportunities available in the fields of graphic design, web design and digital arts media.

As the Graphic Design program evolves, we will offer sequential classes in graphic and web design that will encompass a comprehensive course of study for print and web mediums using current software and technologies. The curriculum will include instruction in design theory, processes, tools, and techniques that students will need to achieve success in the graphic design industry. Graduating students will be ready to join the workforce in entry-level positions or pursue their education further in a college design program.



Creating college preparatory curriculum in 3D animation and modeling is also an objective of the VAPA Academy, as such the C.K. McClatchy digital arts curriculum will be developed with the guidance of the Sacramento City College Graphic Communications Department.



Music and Performance Arts

Opportunities in musical commercial arts include electronic music composition and production, current studio applications, and contemporary music performance. Aligning its curriculum with the National Standards for Music Education the department ensures that students are exposed to the areas of music theory, history, aesthetics and culture in a meaningful and practical way. The education process extends beyond the classroom by presenting authentic musical experiences that offer students the opportunity to learn from and collaborate with musicians in the fields of commercial music production and studio recording.

The department also understands and accepts its inherent responsibility to make available endeavors that lead to positive and meaningful character development in students. It does so by focusing on the benefits of a strong work ethic, stressing the importance of collaboration and teamwork, and by creating opportunities where student leadership can be fostered.

All courses in the musical fine arts are available to students in the VAPA Academy as well as the general population. The intent is to prepare young people for a life in music – either as a career or for self-fulfillment.

Photography, Digital Photography/Video and Film Studies

Camera Composition will extend students' understanding of visual communication through the Elements of Art and Principles of Design, as applied to the photographic image. Students will begin with traditional film-based photography, shooting 35mm Black & White film that they develop and print in the darkroom. Students will then advance to an introduction to basic digital photography utilizing Adobe Photoshop as their editing



application. Throughout the year they will learn how to problem solve, meet creative challenges, get an overview of the history of photography, develop an ability to analyze and evaluate visual imagery, learn the mechanics of both 35mm film cameras and digital cameras, learn basic lighting techniques, and explore topics such as street photography and the photographic essay.

In the coming few years with the implementation of Advanced Camera Composition students will be able to build upon these skills with further use of digital imagery and Photoshop. Students will expand on their ability as visual storytellers, producers of commercially useful product images, and explore experimental editing techniques with the goal of creating a portfolio of creative work. The eventual goal, already in progress, is to articulate photography courses at C.K. McClatchy with those taught at Sacramento City College.

Film Studies enables students to analyze film/video as a medium that is both Art and communication. Students learn to 'read' the moving image, as that term is used in what is called Media Literacy. The emphasis is on the methods used by film/video-makers to convey meaning – how a film is made affects what it's 'about,' what its ideas are.

Film Studies introduces techniques of film making as they have developed through history within a hybrid art form, borrowing from the narrative traditions shared with literature, lens-made imagery as shared with photography, and other relevant Elements of Visual and Performing Arts adapted from music, painting, theater, and dance. Along with film analyses requiring short class presentations, students will create projects such as screenplays, storyboards, and of course will shoot and edit their own videos.



Partnerships and Community Involvement

Developing an extensive cadre of external industry partners is critical to the long-term growth, sustainability and success of the VAPA program. As such, the VAPA Academy is actively pursuing new business partners in both the “for profit” and “non-profit” sectors in order to align their programs with workforce expectations and provide rich co-curricular work-based learning experiences for students.

External industry partners are bringing real-world experience to the VAPA program.

An integral partner in visioning the VAPA Academy is Steve Leedom, founder and chief marketing officer of Section 1 Marketing in Sacramento. Section 1 Marketing has provided website development, video production, photography and corporate marketing support to over a hundred and fifty clients. To support VAPA, Mr. Leedom will serve as a guest speaker and mentor for VAPA students and will offer internships to promising students.

KVIE public television in Sacramento will also support the VAPA Academy by providing guest speakers, internships and studio tours for VAPA students, said Michael Sanford, Vice President of Content Creation.

The VAPA Academy is also exploring a partnership with the Studios for the Performing Arts Operating Company (the Studios), a non-profit organization that includes the California Musical Theatre, Sacramento Opera Company, Sacramento Philharmonic Orchestra Association, and the Sacramento Ballet. Housed at the former site of SCUSD’s Fremont Adult School, the Studios for the Performing Arts Operating Company was established to create a hub for the collaboration between Sacramento arts organizations and SCUSD students, teachers, administrators and community members. Through the Studios partnership, VAPA students will have access to:

- Summer programs, which have high impact on student learning through empowering students to explore areas of personal interests, talents and strengths.
- Career internships which improve student success by developing 21st Century knowledge and skills, broadening career and college options, and providing real-world learning opportunities.
- Free attendance to performances that address the reality of inequity in access to the arts and expose students to arts experiences of the highest quality.
- Scholarships and subsidies that provide the rare opportunity for students to interface with professional artists working at the highest level.

The VAPA Academy has also has plans to partner with The California State Lottery to provide students with the opportunity to show personal works of art within their buildings on a revolving event schedule.

**5 Year Plan
Tentative New Course Offerings
& Facility Upgrades**

In order to provide an in depth experience in visual arts, computer arts, dance, music, or theater the VAPA academy must expand on its current coursework offerings as well as acquire additional physical and personnel resources to meet the needs of this planned growth. This expansion can be conservatively rolled out over the course of five years.

New Courses

Phase One

Elements of Art & Principles of Designs

Geography/Contemporary Global Issues: Creation and Innovation I (Geography Credit)

World Art History: Creation and Innovation II (History Credit)

Advanced: Painting

Advanced: Photography

Advanced: Graphic Design

Electronic Music Production & Recording Studio Applications

Advanced: Drama

Phase Two

Business Writing for Artists (English Credit)

Advanced: Drawing from Life

Advanced: Independent Study – Studio Work

Advanced: Music Theory, Composition, and Conducting

Advanced: Dance Styles & Choreography

Theatre Technology & Set Design

Phase Three

Business Accounting for Artists (Math Credit)

Digital Cinema Production

Print Making



Planned Expansions and Upgrades of Facilities

Graphic Design Room – Will include the following upgrades:

- 36 computer work stations – up-to-date Mac computers
- Outlets and surge protectors
- Up-to-date Adobe Suite Software

2D Art – Will include the following upgrades:

- Full-sized easels repaired or replaced

3D Art / Multicultural Art – Will include the following upgrades:

- Trough sink installed
- Minimum of 4 windows that can open for ventilation
- Desktop computer for classroom teacher

Ceramics Room – Will include the following upgrades:

- There will be a separate kiln room with proper ventilation or caged outside
- Two small storage rooms one for teacher's supplies and the other a damp room for student project storage
- There will be 4 large trough style sinks
- There will be 4 windows that open for air circulation
- There will be tall wooden work tables – easy for students to stand at
- There will be adjustable stools
- There will be adequate shelving for student artwork
- There will be natural lighting
- There will be a washer and dryer
- There will be a separate teacher's office and clean area
- Desktop computer for classroom teacher

Photography / Digital Cinema Production

Will include the following upgrades:

- New Digital Cameras
- Audio Recording Microphones
- Up-to-date Adobe Suite Software

Auditorium

Will include the following upgrades:

- New Stage Lighting
- New Sound System
- Conductor's Podium
- Miscellaneous Repairs



**VAPA: Helping to Serve the
Diverse Needs of McClatchy
Students**

VAPA: Bringing a Diverse Arts Program to C.K. McClatchy

The Common Core State Standards for English Language Arts and Mathematics were released in mid-2010 and they have been quickly adopted by almost all 50 states. According to *The College Board, The Arts and the Common Core: A Review of Connections Between the Common Core State Standards and the National Core Arts Standards Conceptual Framework* (2012), aligning arts education with Common Core objectives may not detract from arts instruction and impose additional expectations on arts teachers; rather, the Common Core can potentially provide arts teachers with a common language with which to describe the cognitive skills that they are already addressing and cultivating through rigorous and meaningful arts experiences.

The VAPA Academy has embraced the concepts of the Common Core, developing a curriculum that blends the needs of language arts and mathematics into the framework of the various art mediums, providing students with a balanced and creative way of learning.

School Demographics for McClatchy High School

A quick glance at the population mix of the 2014-2015 student body shows a school filled with diversity, both socially and economically, making CK McClatchy High School ripe with opportunity to take advantage of the proven career and scholastic achievements that a vibrant and diverse arts program can provide.

Total School Enrollment: 2,321

Total Number of Students Identified as Limited-English Proficient: 27

Percent of Total School Enrollment for Students Identified as Limited-English Proficient: 11.9%

Total Number of Students Identified as Economically Disadvantaged: 1,428

Percent of Total School Enrollment for Students Identified as Economically Disadvantaged: 61.5%

Race/Ethnicity	Number	Percent of Total Enrollment
American Indian or Alaska Native	23	1%
Asian	451	19%
Pacific Islander	27	1%
Filipino	25	1%
Hispanic or Latino	853	37%
African American, not Hispanic	236	10%
White, not Hispanic	579	25%
Other Multiple, or No Response	127	5%



Why the Arts Are So Critical: Research and Supportive Data

The Arts and Future Career Success

Programs incorporating the arts have proven to be educational, developmentally rich, and cost-effective ways to provide students the skills they need to be productive participants in today's economy. According to the *Arts, Media and Entertainment California Career Technical Education Model Curriculum Standards*, "learning the skills and knowledge for creating, refining, and sharing work in the Arts, Media, and Entertainment industry sector promotes teamwork, communication, creative thinking, and decision-making abilities and traits that are necessary to function successfully in the competitive and media-rich twenty-first century. Through the manipulation of sight, sound, and motion, those choosing a pathway from this sector reach out in unique ways to enhance the quality of life for those around them." Additionally, "successful career preparation involves both broad and in-depth academic and technical preparation as well as the cultivation of 21st century skills assets such as flexibility, problem-solving abilities, and interpersonal skills."

In a global economy, the cultivation of employees' minds is more important than ever.

In IBM's *Capitalizing on Complexity: Insights from the IBM 2010 Global CEO Study*, they surveyed 1,500 chief executive officers from 60 countries and 33 industries worldwide, finding that CEOs believe that creativity helps employees capitalize on complexity. The study also found that creativity is believed to be the most important leadership quality.

Nationwide, employment of artists and related workers is expected to grow 12 percent through 2018. An increasing reliance on artists to create digital or multimedia artwork will drive growth. According to the *Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2010-11 Edition* "Demand for multimedia artists and animators will increase as consumers continue to demand more realistic video games, movie and television special effects, and 3D animated movies. Additional job openings will arise from an increasing need for computer graphics in the growing number of mobile technologies. The demand for animators is also increasing in alternative areas such as scientific research and design services."

Regionally and locally, creative focused jobs are on the rise.

The creative economy contributed 7.8% of California's Gross State Product in 2012. Across California, with a total of 1.4 million workers, the creative industries accounted for directly or indirectly 9.7% of all wage and salary employment, or roughly 1 in 10 jobs in the state. The *2013 Otis Report on the Creative Economy* states, "Very importantly, the creative economy is powerful and pervasive. While entertainment, fashion, and furniture and the decorative arts were the largest industries in California's creative economy, nearly 6 of 10 (56%) creative occupations are found outside of the creative industries."

According to the California Employment Development Department, statewide job projections from 2010-2020 show a 14.6% increase in jobs for art and design workers and a 15.2% increase for film and video editors.

The California Employment Development Department projects an increase in employment for multi-media artists and animators by 19% from 2010 to 2020 in the Sacramento/Arden Arcade/Roseville Metropolitan Statistical Area. A 12.3% growth is also predicted for art and design workers as well as an 8% increase in employment for art directors.

The nonprofit arts and culture are a significant industry in Sacramento County, generating \$112 million in total economic activity, according to the report *Arts & Economic Prosperity IV in Sacramento County*. This spending – \$82.1 million by nonprofit arts and culture organizations and an additional \$29.9 million in event-related spending by their audiences – supports 4,441 full-time equivalent jobs, generates \$97.4 million in household income to local residents, and delivers \$13.2 million in local and state government revenue.

Creating Innovators – VAPA’s Goal

Tony Wagner, author of *Creating Innovators: The Making of Young People Who Will Change the World* (New York: Scribner, 2012), contends that the United States education system stifles student creativity. He details the imagination and innovation of preschoolers and marvels at their insistent methods of questioning. Soon after starting school, however, that curiosity is reigned in as teachers focus on merely transferring knowledge to their students.

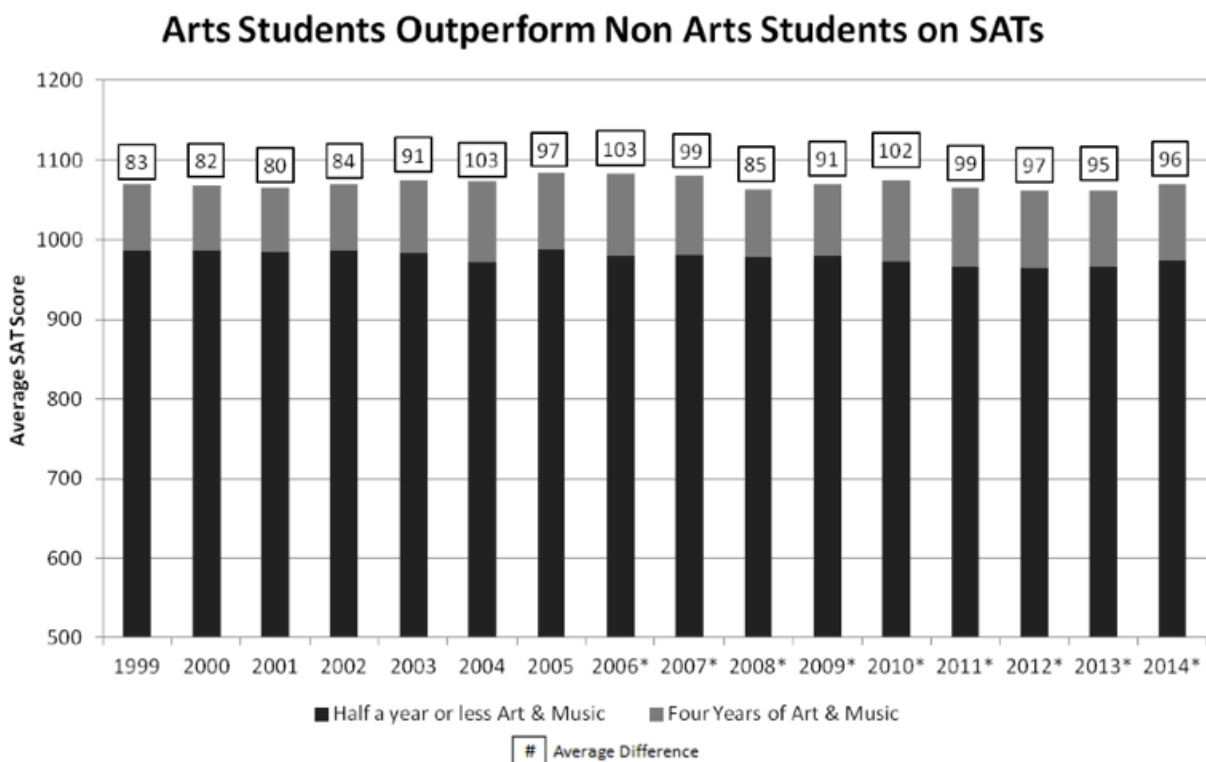
Wagner asserts that educators need to reignite young people’s passion to innovate and parents need to encourage their children simply to play more. Childhood play, contends Wagner, teaches girls and boys to be passionate. That passion, then, gives young people and adults a larger sense of purpose. It is that purpose that gives people the intrinsic motivation to be true innovators.

Innovation can be incremental or disruptive, but, ultimately, innovation has wide reaching influence over a substantial number of people. If the status quo education system squelches creativity, the United States is bound to lose its innovators. In fact, Wagner reports alarmingly that non-US companies accepted 51% of United States patents in 2009. That fact is mind boggling when you consider it. The U.S. government awarded innovative rights in the United States to more foreign companies than American companies. The goal of the VAPA Academy is to create an environment where students feel free to play so that they can discover their passions and become innovators.

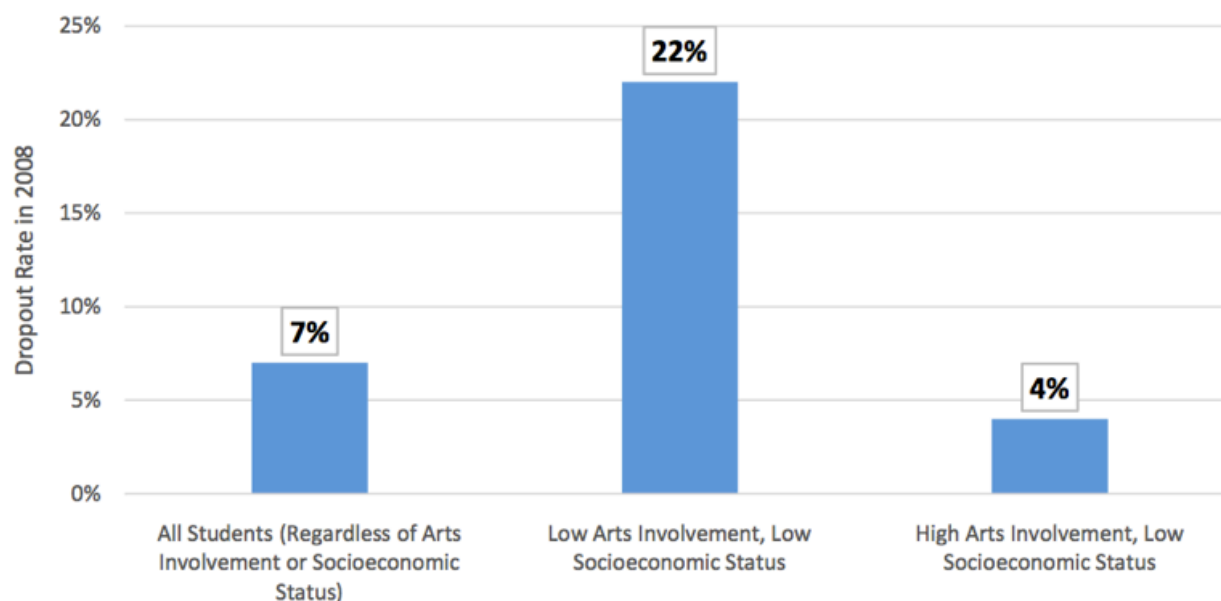
National Data Highlights the Close Relationship Between Arts Education, Student Performance and Future Career Success

Statistics from a wide range of sources, including the NEA Office of Research & Analytics, the American Association of School Administrators, Adobe Systems, Inc., and the Americans for the Arts Commission, all point to a direct correlation between student involvement with the Arts and more successful life outcomes.

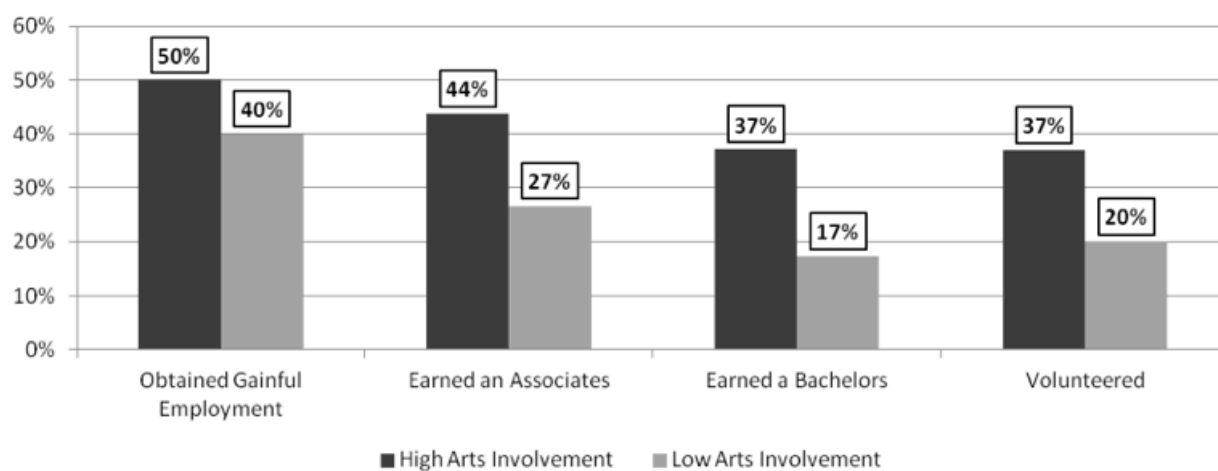
Here is but a mere sampling of how curriculum in the Arts can have a positive affect:



Students with High Levels of Arts Involvement: Less Likely to Drop Out of School



High Arts Involvement Among Disadvantaged Students Is Related to Finding a Better Job, Earning Degrees and Volunteering

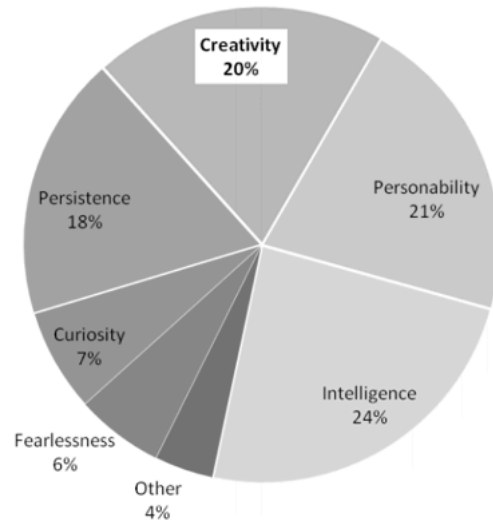


Research shows that arts education prepares students to succeed in school, work, and life.

Cognitive neuroscientists at seven major universities have found strong links between arts education and cognitive development (e.g. thinking, problem solving, concept understanding, information processing and overall intelligence). According to the Dana Consortium study, *Learning, Arts, and the Brain* (2008) children motivated in the arts develop attention skills and memory retrieval that also apply to other subject areas.

According to *Champions of Change* (1999), a compilation of studies on the impact of arts on learning, students who participate in the arts outperform their peers on virtually every measure. Researchers found that “sustained learning” in music and theater correlates to greater success in math and reading, and students from lower socioeconomic backgrounds see the greatest benefits. In fact, “Learning in and through the arts can help ‘level the playing field’ for youngsters from disadvantaged circumstances,” the researchers contended.

Creativity is one of the top three personality traits most important to **career success**, according to **U.S. employers**



The Arts Education Partnership’s latest research bulletin, *Preparing Students for the Next America: The Benefits of an Arts Education*, offers a snapshot of how the arts support achievement in school, bolster skills demanded of a 21st century workforce, and enrich the lives of young people and communities. It draws on literature found in AEP’s clearinghouse of research ArtsEdSearch.org.

Appendix

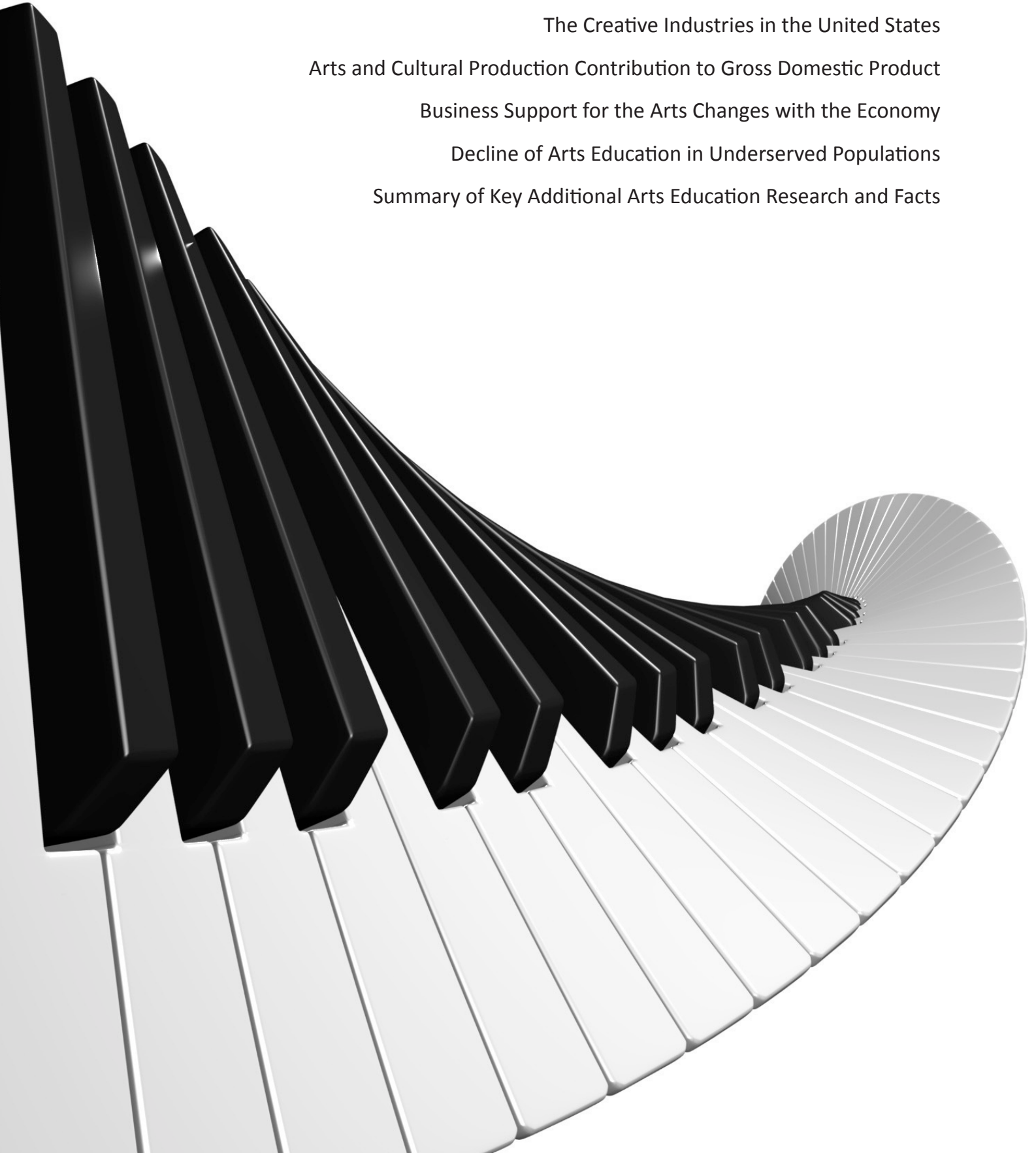
The Creative Industries in the United States

Arts and Cultural Production Contribution to Gross Domestic Product

Business Support for the Arts Changes with the Economy

Decline of Arts Education in Underserved Populations

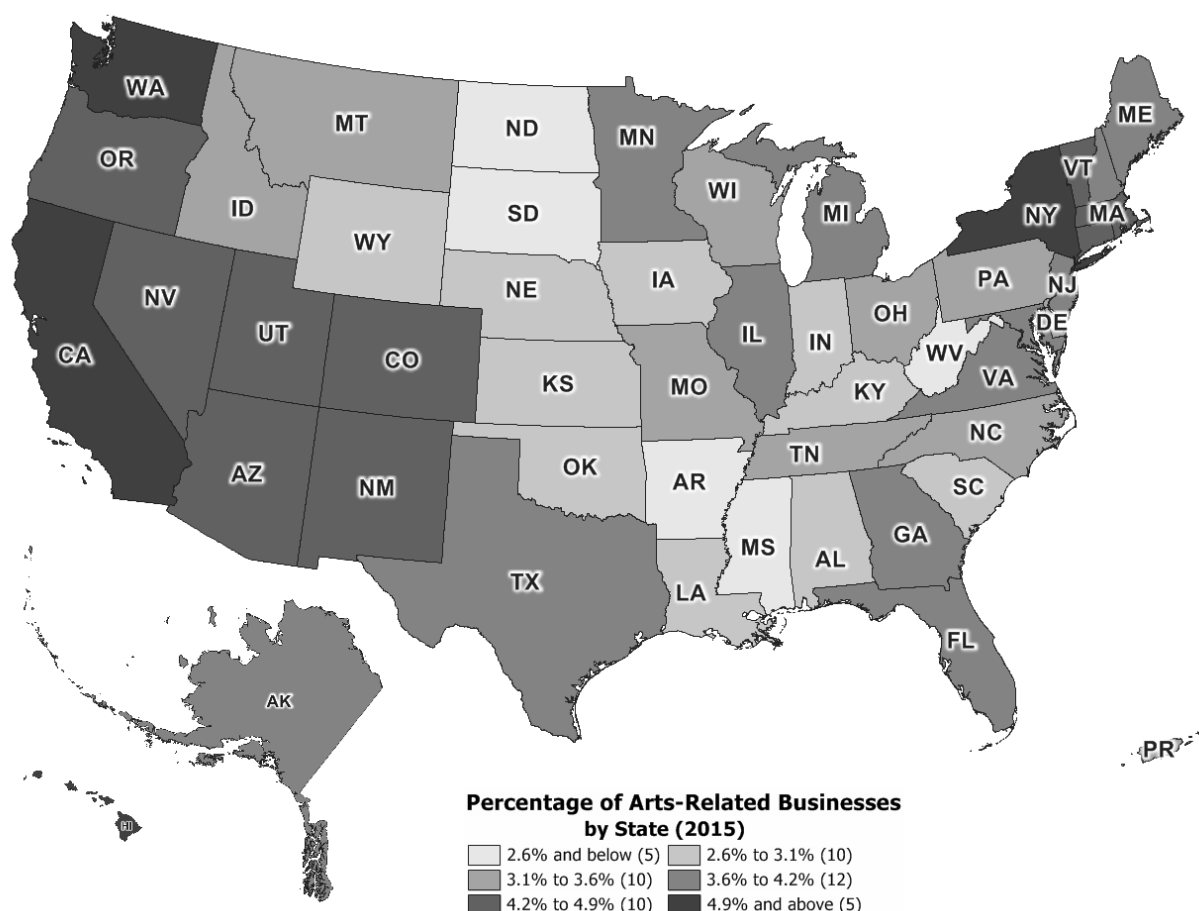
Summary of Key Additional Arts Education Research and Facts



The Creative Industries in the United States

Our *Creative Industries: Business & Employment in the Arts* reports provide a research-based approach to understanding the scope and economic importance of the arts in the United States. The creative industries are composed of arts businesses that range from nonprofit museums, symphonies, and theaters to for-profit film, architecture, and design companies. Arts businesses and the creative people they employ stimulate innovation, strengthen America's competitiveness in the global marketplace, and play an important role in building and sustaining economic vibrancy.

702,771 Arts-Related Businesses Employ 2,909,382 People



The map above shows the number of arts-related businesses per 1,000 residents in each U.S. Congressional District. **Nationally, 702,771 businesses are involved in the creation or distribution of the arts, and they employ 2.9 million people.** This represents 3.9 percent of all U.S. businesses and 1.9 percent of all U.S. employees—demonstrating statistically that the arts are a formidable business presence and broadly distributed across our communities.

Individual reports for all 435 U.S. Congressional Districts, the 50 states and the District of Columbia, the 7,500 state legislative districts, and all 3,143 U.S. counties—as well as comparative reports for the 100 largest cities, the 100 largest counties, all Congressional Districts and all state legislative districts are available for download. The source for these data is Dun & Bradstreet, the most comprehensive and trusted source for business information in the United States. These data are current as of January 2015.

**The Creative Industries Represent
3.9 Percent of All Businesses and 1.9 Percent of All Employees
in the United States
(Data current as of January 2015)**

CATEGORY	BUSINESSES	EMPLOYEES
I. Museums and Collections	16,841	156,427
Museums	12,775	112,884
Zoos and Botanical	1,436	25,800
Historical Society	2,569	17,216
Planetarium	61	527
II. Performing Arts	115,683	464,685
Music	49,646	200,566
Theater	2,169	21,652
Dance	207	3,625
Opera	207	4,402
Services and Facilities	23,766	129,681
Performers (not elsewhere classified)	39,688	104,759
III. Visual Arts and Photography	211,235	600,285
Crafts	18,433	99,497
Visual Arts	25,998	58,506
Photography	142,987	325,951
Services	23,817	116,331
IV. Film, Radio and Television	93,042	638,504
Motion Pictures	79,464	379,856
Television	6,973	234,122
Radio	6,605	24,526
V. Design and Publishing	244,990	947,096
Architecture	40,396	248,696
Design	166,773	353,847
Publishing	3,027	44,410
Advertising	34,794	300,143
VI. Arts Schools and Services	20,980	102,385
Arts Councils	1,213	6,844
Arts Schools and Instruction	18,479	83,515
Agents	1,288	12,026
ALL CREATIVE INDUSTRIES	702,771	2,909,382

Research Notes:

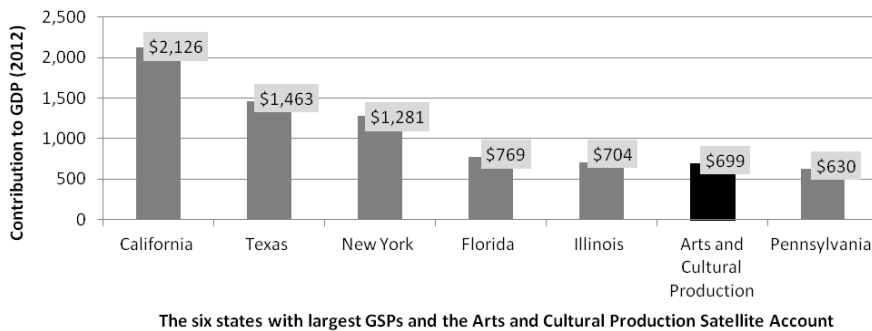
- These Creative Industries data are based solely on active U.S. businesses that are registered with Dun & Bradstreet. Because not all businesses register, our analyses indicate an under-representation of arts businesses (particularly those that are nonprofit arts organizations and individual artists). The data in this report, therefore, should be considered conservative.
- To define the Creative Industries, Americans for the Arts selected 644 8-digit Standard Industrial Classification codes that represent for-profit and nonprofit arts-centric businesses (out of more than 18,500 codes representing all industries).



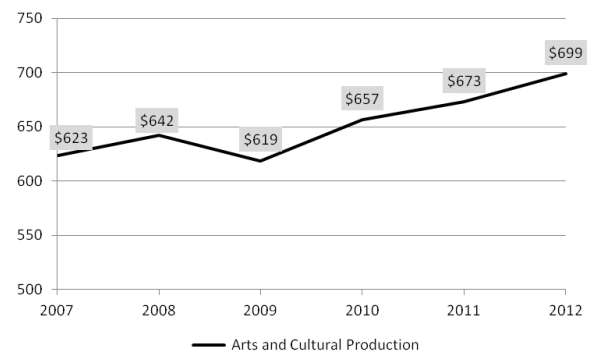
Arts Facts... Arts & Culture = 4.3 Percent of GDP

According to the U.S. Bureau of Economic Analysis, arts and cultural production contributed \$699 billion to the nation's economy in 2012. This represents 4.3 percent of the GDP—a share of the economy larger than transportation, tourism, or agriculture.

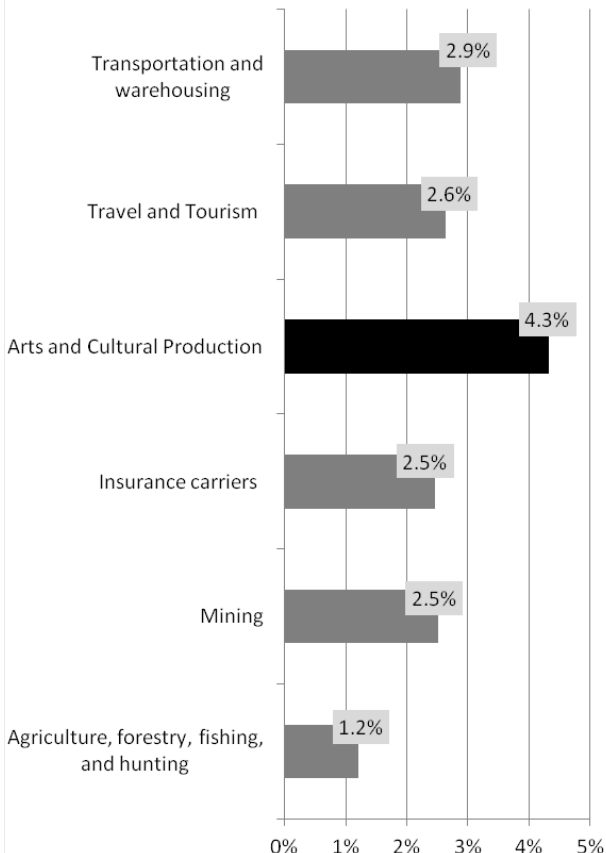
Arts and Cultural Production Contribution to GDP Larger than 45 States [Billions of Dollars]



Contribution to GDP by Arts and Cultural Production Industries [Billions of Dollars]



Percentage Contributed to GDP by Industry (2012)



That the U.S. Bureau of Economic Analysis has decided to measure [arts and cultural production](#) in the U.S. highlights the important role of the arts in building a healthy economy and ensuring our global competitiveness:

- Arts and Culture contributed \$698.7 billion to the U.S. Gross Domestic Product (GDP) in 2012, equivalent to 4.3 percent of the nation's economy.
- The arts and cultural sector supported 4.7 million jobs in 2012, with a total compensation of \$334.9 billion.
- Arts and Culture's 4.3 percent of GDP in 2012 represented a larger share of the economy than Travel and Tourism (2.6 percent), Agriculture (1.2 percent), and Transportation (2.9 percent), and is larger than 45 states' individual contributions to the GDP, including Pennsylvania (\$630 billion) and New Jersey (\$529 billion).
- From 2007 to 2012 the economy grew at a rate of 2.3 percent per year, while Independent Artists Writers and Performers' contribution to the economy grew almost twice as fast, at a rate of 4.4 percent.

Sources: U.S. Bureau of Economic Analysis. Gross Domestic Product (GDP) by Industry, Current-Dollar GDP by State, 2010-2013, Arts and Cultural Production, and Travel and Tourism Satellite Accounts. (Accessed January 23, 2015) Analysis by Americans for the Arts.



Arts Facts . . . Business Support to the Arts

With billions in arts funding, businesses play a key role in ensuring the health and vitality of the nation's arts sector. Business support for the arts is less driven by a charitable focus than it is targeted on how the arts impact the communities in which their employees live and work.

Business Support for the Arts Changes with the Economy

According to the 2013 BCA National Survey of Business Support for the Arts, business giving to the arts (cash plus non-cash) was up 18 percent, following steep declines in 2006 and 2009. The new 2012 level returns arts giving to 2006 levels.

- The percentage of all businesses contributing to any philanthropic cause increased from 52 percent in 2009 to 64 percent in 2012.
- Similarly, the percentage of all businesses contributing to the arts increased from 28 percent in 2009 to 41 percent in 2012. The median contribution increased from \$750 to \$1000 (+33 percent), exceeding 2006 levels (*not adjusted for inflation*). Growth in median gift size was noted by both small and large businesses, with a small decrease by mid-sized businesses.
- In 2012, the “share” of all business philanthropy going to the arts increased from 15 to 19 percent, suggesting an increased prioritization of the arts by businesses.

Business Contributions to the Arts			
Year	2006	2009	2012
Percent change in total arts giving from previous period	-5%	-14%	18%
Percent of all businesses contributing to any philanthropic cause	70%	52%	64%
Percent of all businesses contributing to the arts in 3-year period (cash/non-cash)	43%	28%	41%
Median contribution to the arts per business	\$800 (--)	\$750 (-7%)	\$1000 (+33%)
Percent the arts received of total philanthropic contributions	15%	15%	19%
Source: Americans for the Arts' Business Committee for the Arts, 2013			

Reasons Businesses Support the Arts

Half of the business leaders surveyed indicated that benefits to employees and their families are Very Important in making funding decisions:

1. The arts improve the quality of life in the community (54 percent)
2. The arts help create a vibrant community and society (49 percent)
3. The arts improve academic performance for students (47 percent)
4. Arts organizations offer education initiatives that benefit the community (47 percent)

Profitability is the largest consideration in increasing support to the arts (72 percent). As in 2009, the next most important factors are arts education and programs for the disadvantaged (69 percent). As business leaders seek to attract and retain skilled and educated workers, they are paying more attention to community livability and vibrancy—a key area in which the arts make a contribution.

While the top reason that businesses did *not* give to the arts is financial (35 percent), nearly one-third list addressing social issues as Very Important (30 percent). Arts leaders need to continue communicating the important role of the arts in addressing social, educational, and economic development issues in their communities.

(Continued on back)



Sponsorship

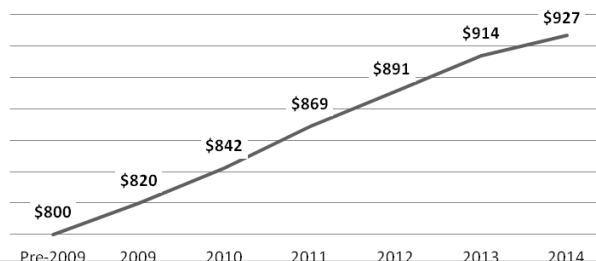
Following a major decline during the Great Recession, arts sponsorships have rebounded—\$927 million projected for 2014, up from \$800 million in 2008—according to IEG’s Sponsorship Report. Financial services and insurance companies are the two largest sponsorship categories for the arts.

Downward Pressure on Corporate Support to the Arts

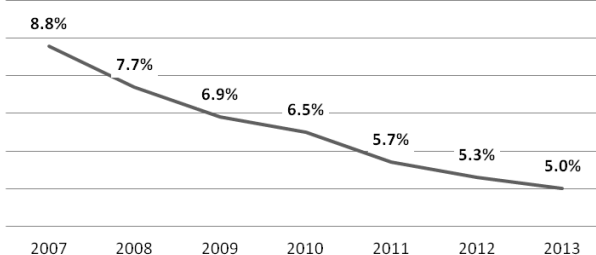
- According to Committee Encouraging Corporate Philanthropy and the Conference Board, the “share” of corporate philanthropy directed to the arts by large corporations is decreasing, dropping from 8.8 percent in 2007 to 5 percent in 2013.
- While only 5 percent of corporate giving went toward Culture and Arts, 83 percent of companies supported these industries in 2013, indicating a small average donation amount.

Sponsorship Spending on the Arts

[Millions of Dollars]



Culture & Arts Declining Market Share of Large Corporate Support



The Importance of the Arts in Building the 21st Century Workforce

The Conference Board’s research report, *Ready to Innovate*, touts the importance of arts education in building the 21st century workforce. Innovation is the key to the nation’s economic prosperity and global competitiveness. Arts participation—in school or in the workplace—strengthens our “creativity muscles,” which builds our creativity—the fuel that drives innovation. The report, aimed at business leaders, concludes, “The arts—music, creative writing, drawing, dance—provide skills sought by employers of the third millennium.”



Businesses are using the arts to inspire employees, stimulate innovation, and foster creative collaborations

The pARTnership Movement, a campaign by Americans for the Arts, demonstrates how partnerships with the arts can help businesses enhance the critical thinking and creative skills of their workforce while improving employee engagement, recruitment and retention.

- By visiting www.pARTnershipMovement.org, businesses and arts organizations alike can access information about the benefits of working together, examples of successful arts and business partnerships, and resources to create partnerships in their communities.



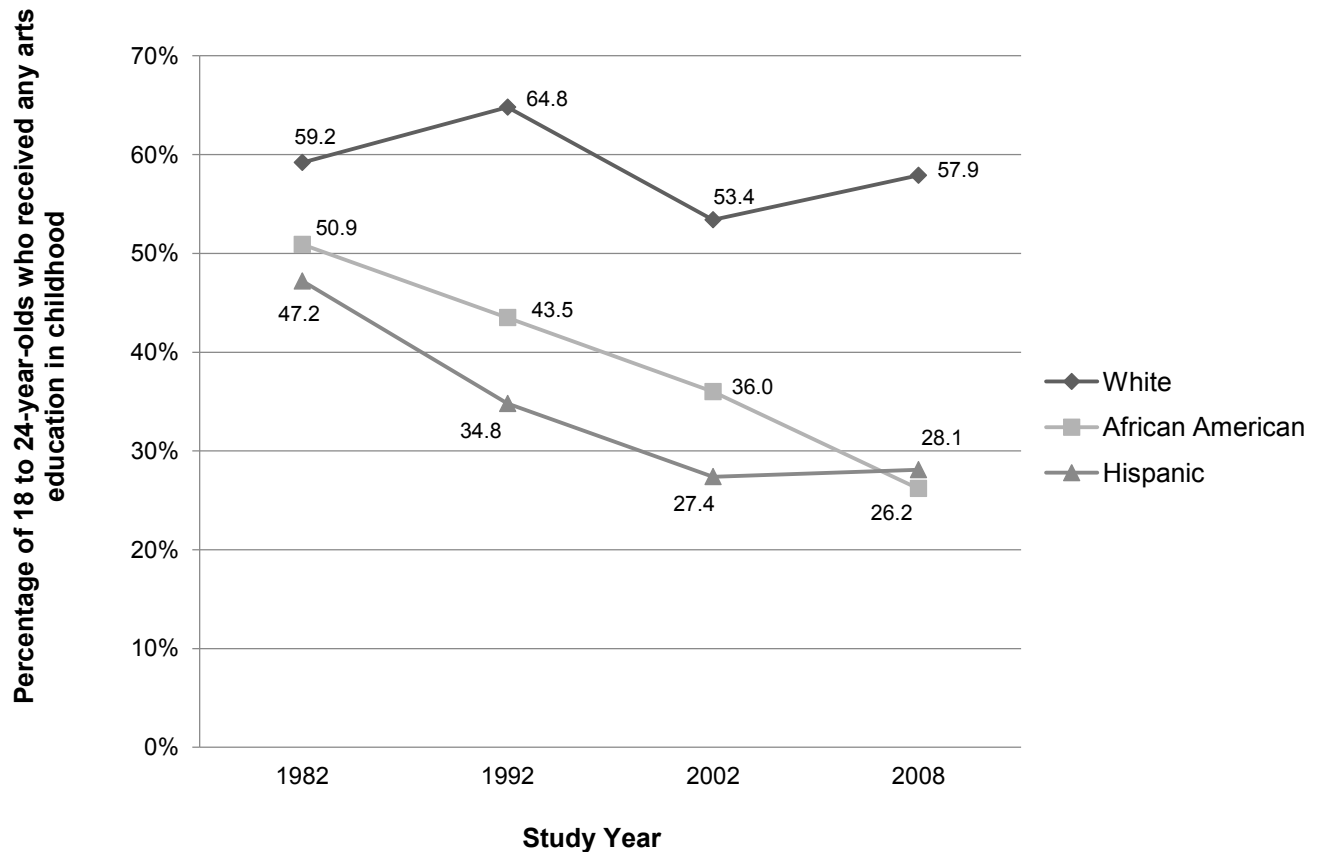
Sources: Americans for the Arts, 2013 BCA National Survey of Business Support for the Arts, IEG Sponsorship Report, 2014 and CECP, in association with The Conference Board. *Giving in Numbers: 2014 Edition*.



Arts Facts...Access to Arts Education is Not Equitable

In 2008, African-American and Hispanic students had less than half of the **access** to arts education than their White peers.

Decline of Arts Education in Underserved Populations



- Access to arts education for Blacks and Hispanics is significantly lower than for their White peers, and has been steadily declining for three decades.
- Findings by UCLA researcher James Catterall indicate that low socio-economic-status students who are engaged in arts learning have increases in high school academic performance, college-going rates, college grades, and holding jobs with a future.
- Despite these findings, the decline of arts education is most drastic in underserved populations, where students who could benefit the most from arts education are getting it the least.

Source: NEA Office of Research & Analysis, NORC at the University of Chicago (Rabkin & Hedberg, 2011).

SUMMARY OF KEY ADDITIONAL ARTS EDUCATION RESEARCH AND FACTS



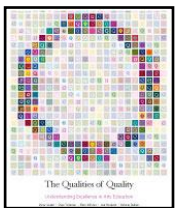
The arts boost learning and achievement for students



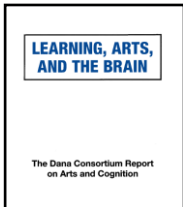
- The collection of research described in *Critical Links: Learning in the Arts and Student Academic and Social Development* (2002) finds that learning in the arts may be uniquely able to boost learning and achievement for young children, students from economically disadvantaged circumstances, and students needing remedial instruction.



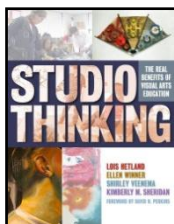
- According to *Champions of Change: The Impact of the Arts on Learning* (1999), a compilation of studies on the impact of arts on learning, students who participate in the arts outperform their peers on virtually every measure. Researchers found that "sustained learning" in music and theater correlates to greater success in math and reading, and students from lower socioeconomic backgrounds see the greatest benefits. In fact, "learning in and through the arts can help 'level the playing field' for youngsters from disadvantaged circumstances," the researchers contended.



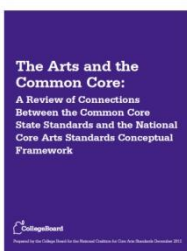
- What do arts educators and others think are the key attributes of quality in arts learning? Researchers at Harvard's Project Zero explore this question in *The Qualities of Quality: Understanding Excellence in Arts Education* (2009) through interviews, case studies and a literature review. Excellent arts education, they conclude, is not simply a matter of adopting a set of "best practices." Rather, it requires educators to reflect deeply about a range of issues, including the many possible purposes of arts education, from helping students develop aesthetic awareness to helping them grow as individuals. The report includes a set of tools that can assist decision-makers in achieving and sustaining quality arts education.



- Cognitive neuroscientists at seven major universities have found strong links between arts education and cognitive development (e.g. thinking, problem solving, concept understanding, information processing and overall intelligence.) According to the Dana Consortium study, *Learning, Arts, and the Brain* (2008) children motivated in the arts develop attention skills and memory retrieval that also apply to other subject areas.



- In their 2006 book *Studio Thinking: The Real Benefits of Visual Arts Education* authors Lois Hetland and Ellen Winner discuss why students involved in the arts do better in school and on their SATs than their peers. They find that students in art classes learn a remarkable array of mental habits not emphasized elsewhere in school. Skills include persistence, expression, making clear connections between schoolwork and the outside world, observing, envisioning, and innovating through exploration. Each of these skills has a high value as a learning tool, both in school and elsewhere in life.



- The Common Core State Standards for English Language Arts and Mathematics were released in mid-2010, and they have been quickly adopted by almost all 50 states. According to *The College Board, The Arts and the Common Core: A Review of Connections Between the Common Core State Standards and the National Core Arts Standards Conceptual Framework* (2012), aligning arts education with Common Core objectives may not detract from arts instruction and impose additional expectations on arts teachers; rather, the Common Core can potentially provide arts teachers with a common language with which to describe the cognitive skills that they are already addressing and cultivating through rigorous and meaningful arts experiences.

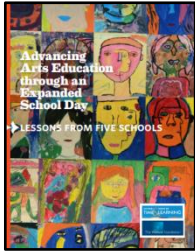
(continued)

Instruction time for the arts is decreasing, but schools are finding new ways of extending learning opportunities

SUMMARY OF KEY ADDITIONAL ARTS EDUCATION RESEARCH AND FACTS

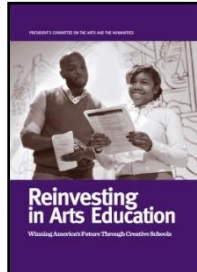


- A 2011 national survey by Common Core and the FarkasDuffett Research Group of 1,001 3rd-to-12th grade public school teachers finds that according to most teachers, schools are narrowing curriculum, shifting instructional time and resources toward math and language arts and away from subjects such as art, music, foreign language, and social studies. Two-thirds (66%) say that other subjects “get crowded out by extra attention being paid to math or language arts.”

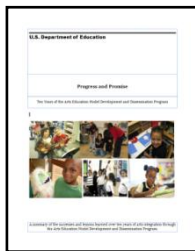


- *Advancing Arts Education through an Expanded School Day: Lessons from Five Schools*, presents case studies of five schools utilizing the longer student and teacher days to prioritize time for arts education as they work to improve overall academic instruction and focus on individual student achievement.

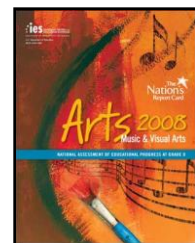
Federal data on arts education



- A 2011 report by the President’s Committee on the Arts and the Humanities, *Reinvesting in Arts Education*, synthesizes the past decade of research about how the arts boost student achievement. It also offers five major recommendations based on this research: 1) build collaborations among different approaches; 2) develop the field of arts integration; 3) expand opportunities for teaching artists; 4) utilize federal and state policies to reinforce the place of arts in K-12 education; and 5) widen the focus of evidence gathering about arts education.

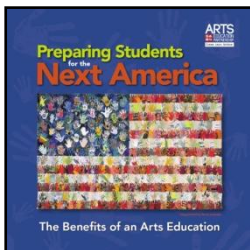


- *Progress and Promise: Ten Years of the Arts Education Model Development and Dissemination Program*, offers a summary of the successes and lessons learned over ten years of arts integration through the US Department of Education’s federally funded Arts Education Model Development and Dissemination Program.



- The 2008 National Assessment of Educational Progress (NAEP, or often referred to as the Nation’s Report Card) arts assessment measures students’ knowledge and skills in music and visual art. The inclusion of the arts in NAEP 2008 marked the fourth time the disciplines of music and visual arts have been assessed nationally. The results showed mediocre achievement in students’ knowledge and skills in both arts forms, with lower proficiency scores for minority students, males, and low income students.

Overview of research shows that arts education prepares students to succeed in school, work, and life



- The Arts Education Partnership’s latest research bulletin, *Preparing Students for the Next America: The Benefits of an Arts Education*, offers a snapshot of how the arts support achievement in school, bolster skills demanded of a 21st century workforce, and enrich the lives of young people and communities. It draws on literature found in AEP’s clearinghouse for research ArtsEdSearch.org.