



ARTS

ADMINISTRATORS' ESSENTIALS:

SUPPORTING INDIVIDUAL ARTISTS

MODULE 1: WORKSHEETS

BEING A PROFESSIONAL ARTIST

LESSON ONE: Activities

Read/view + Reflect:

1. Open Society Foundation: [The Role of Arts and Culture in an Open Society](#)
2. Thelma Golden: [How Art Gives Shape to Cultural Change](#) Ted Talk
3. NYT: [Beyond Cultural Labeling](#)
4. The Rapidian: [High and low art](#)

Exercise + Reflection:

Take time to think deeply about and answer the following questions:

1. What are ways that your organization (and/or city) currently supports artists?

2. Are there initiatives or programs that are in effect that have room for improvement?

3. Are there any that are no longer in operation, but could stand to be revisited?

Use these questions as prompts to guide you through creating a brief study and overview of potential points of entry or impact within your organization or region.

LESSON TWO: Activities

Read/view + Reflect:

1. The Atlantic: The Death of the Artist and the Birth of the Creative Entrepreneur: <https://www.theatlantic.com/magazine/archive/2015/01/the-death-of-the-artist-and-the-birth-of-the-creative-entrepreneur/383497/>
2. I am an artist AND....: <http://www.queenscouncilarts.org/blog/2017/7/12/i-am-an-artist-and-an-interview-with-shervone-neckles>
3. GIA Arts: How Artists Build Careers Across Nonprofit Community Work: http://www.giarts.org/sites/default/files/Crossover_How-Artists-Build-Careers-Across-Commercial-Nonprofit-Community-Work.pdf

Exercise + Reflection:

Connecting with gatekeepers of the art world can be a difficult task for most artists. Based on your own social capital, interview two to three individuals (artists, academic faculty, gallerists, etc.) who could offer insight to emerging artists or artists seeking to move further in their career. For example, if speaking to an artist who currently has a gallerist or manager, ask them about things they wish someone would have told them during that process; or common misconceptions or mistakes that arise when gallerists and faculty are contacted.

Interviewee #1:

Three questions to ask:

1. _____
2. _____
3. _____

Interviewee #2:

Three questions to ask

1. _____
2. _____
3. _____

Interviewee #3:

Three questions to ask:

1. _____
2. _____
3. _____

LESSON THREE: Activities

Read/view + Reflect:

I encourage you to take time to read through the Creativity Connects Report and compare how these findings inform or confirm your knowledge of trends that are currently affecting artists.

1. Arts.Gov: Creativity Connects Final Report <https://www.arts.gov/sites/default/files/Creativity-Connects-Final-Report.pdf>

How do these findings inform what training or experience is needed within the roles discussed in Lesson Three?

I recommend using these essays, statistics, or other findings with your networks as a springboard to discuss direct actions that can assist in addressing some of the disparities or needs listed within the report.

Exercise + Reflection:

Read a publication related to your discipline and create a response to an article or write-up that addresses two of the skills/needs listed above. (Example: adjunct roles and the affects on artists within academia or an interview with a curator and artist).

Examples of websites that may be helpful include: Fracturedatlas.org, Hyperallergic.com, Artforum.com, or Americansforthearts.org.

1. What did you agree or disagree with and why?

2. Are there any other considerations you feel should be included?

3. Speak directly to two to three artists within your community about skills they feel are personally needed to be successful.

Interviewee #1 response:

Interviewee #2 response:

LESSON THREE: Activities

Interviewee #3 response:

4. Are there common themes that exist among the artists you interviewed? If so, what are they?

5. What resources exist in the field to assist with professional development and how do artists become connected to them?

LESSON FOUR: Activities

Read/view + Reflect:

1. Creative Capital: [Building your Internet Presence](#)
2. LA Times: [Is Social Media Good For Art?](#)

Exercise + Reflection:

Spend some time navigating listservs or sites that share artist-related opportunities to build awareness of current opportunities and select up to 10 that can be shared immediately with the artists you serve. I've included a few examples below:

- The Art Guide <http://theartguide.com/calls-for-artists>
- Call for Entry <https://www.callforentry.org/>
- NYFA https://www.nyfa.org/opportunities?gclid=EAlalQobChMInK6Un_Wt1gIVx1uGCh1aigEJEAAAYASAAEgIRJ_D_BwE
- College Art <http://www.collegeart.org/jobs-and-opportunities/opportunities/type/0/>

Visit websites and social media pages for two to three contemporary artists you consider to have a strong online presence in addition to their work in the field. If you do not follow online content as closely, simply choose artists whose work or practice you have a keen interest in. Analyze their utilization of these platforms and how well they offer insight into their current happenings or recent projects.

1. What stood out most to you?

2. Were there any elements that you felt could be useful for the artists you serve to employ (i.e., personal narrative, selection of imagery, navigation, etc.)?

Websites mentioned:

[GYST Ink](#)
[Springboard for the Arts](#)