



## **ARTISTS AT THE COMMUNITY DEVELOPMENT TABLE**

A PROGRAM OF AMERICANS FOR THE ARTS



MODULE 2 WORKSHEETS

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# **ARTIST AGENCY**

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# 1

## LESSON ONE

# THE VALUE OF CREATIVITY

### RESOURCES: READ/VIEW + REFLECT

- Creative People Power (Springboard for the Arts)  
[springboardforthearts.org/creative-people-power](http://springboardforthearts.org/creative-people-power)
- Jamie Bennett – “The arts in community planning and development”  
[youtube.com/watch?v=mYdiVibOO\\_s](https://www.youtube.com/watch?v=mYdiVibOO_s)

### EXERCISE + REFLECTION

1

Chart your neighborhood or a neighborhood where you work with a list or a graph or a map. Indicate where art, creativity, and design are manifested. Is there distinctive architecture? Are there murals, interesting billboards, sculpture, graffiti, sidewalk art, painted fire hydrants, posters, signs, kiosks, etc.? Are there performance venues, such as concert halls, music clubs, and theaters? Are there places where visual art is shown? Include any nontraditional places.



**2** Choose two to three specific works or places you charted. Identify three things about each: who made the work or spaces, how did these things get there, and how long have they been there. There may or may not be an abundance of art, creativity, and design in your chart.

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**3** How are each of these works or spaces of creativity supported? Include financial, in-kind, and community support.

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**4** Creativity and the creative process are powerful tools for community development that includes the notion of *process over product*. What does *process over product* mean to you and your work?

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**5** Is there a robust artist and creative community in the neighborhood you just charted? If so, what are the factors that support this? If not, what might be the factors that do not foster this?

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# 2

## LESSON TWO

# WHAT THE ARTIST KNOWS

### RESOURCES: READ/VIEW + REFLECT

- “5 Ways Arts Projects Can Improve Struggling Communities.”  
*The Community Builder’s Handbook* (Tom Borrup)  
[pps.org/article/artsprojects](https://pps.org/article/artsprojects)
- “Arts-Based Community Development: Mapping the Terrain” (Bill Cleveland)  
[AmericansForTheArts.org/by-program/reports-and-data/legislation-policy/naappd/arts-based-community-development-mapping-the-terrain](https://AmericansForTheArts.org/by-program/reports-and-data/legislation-policy/naappd/arts-based-community-development-mapping-the-terrain)
- Projects We Love (Forecast Public Art)  
[forecastpublicart.org/inspiration-center/projects-we-love](https://forecastpublicart.org/inspiration-center/projects-we-love)

### EXERCISE + REFLECTION

1 How do you define *community arts* and the role of artists in community?

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2 In Tom Borrup’s article (above), he names five ways in which artist and community-led projects can help improve communities. Give an example in your community of a similar project. Who led it? What happened? What could have been improved? What changed in the community?

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3 List a few ways that artists work with communities. In this respect, what constitutes creative and authentic community engagement?

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# 3

LESSON THREE

# ENGAGEMENT AND TRANSFORMATION

**RESOURCES: READ/VIEW + REFLECT**

- “Artist Talk: Theaster Gates on the Transformative Power of Art”  
[youtube.com/watch?v=n1M5OyYGtBg](https://www.youtube.com/watch?v=n1M5OyYGtBg)
- Jer Thorp: Data Artist: [jerthorp.com](http://jerthorp.com)
- Theory of Change (Development Impact & You): [diytoolkit.org/tools/theory-of-change](http://diytoolkit.org/tools/theory-of-change)

**EXERCISE + REFLECTION**

Consider here how art is an agent for change.

- 1** This module’s webinar outlined three levels of transformation that can be the benchmarks for successful arts-based community development. Name each and give an example.

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- 2** How do you define *transformation*? How can art be transformative? How do artists facilitate transformation?

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- 3** How do you define transformation? How can art be transformative? How do artists facilitate transformation?

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# 4

## LESSON FOUR

# ARTISTS AS LEADERS

### RESOURCES: READ/VIEW + REFLECT

- Community Arts Training Institute (Regional Arts Commission of St. Louis)  
[racstl.org/art-community/community-arts-training-cat-institute](http://racstl.org/art-community/community-arts-training-cat-institute)
- *Public Perceptions of Artists in Communities: A Sign of Changing Times* (Novak-Leonard, Skaggs)  
[artivate.hida.asu.edu/index.php/artivate/article/view/150](http://artivate.hida.asu.edu/index.php/artivate/article/view/150)
- “Supporting Community Arts Leadership” (William Cleveland, Grantmakers in the Arts)  
[giarts.org/article/supporting-community-arts-leadership](http://giarts.org/article/supporting-community-arts-leadership)
- Tools for Change (Springboard for the Arts): [springboardforthearts.org/toolkits/overview](http://springboardforthearts.org/toolkits/overview)

### EXERCISE + REFLECTION

1 Include here your thoughts about how artists are neighbors, voters, taxpayers, and generally part of neighborhoods and communities.

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2 How are artists professionally supported in your community? List, for example, financial, social, educational, and entrepreneurial forms of support.

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3 What platforms can artists, local arts agencies, governments, developers, neighborhoods, etc., use to include artists in nontraditional or unexpected settings?

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