TEXAS PERFORMING ARTS
2012-2013 SEASON

INTRODUCING THE 2012/2013 SUBSCRIBER SERIES
JOINTHEDRAMA.ORG
33,801 arts alumni completed the survey.*

72% continue to practice art separate from work*

16% said student loan debt had a major impact on career/education choices*

77% reported artistic technique as being important to their work*

55% of respondents pursued a graduate degree*

28% of those who have never been professional artists said higher pay or steadier income in other fields was a reason*

75% have been self-employed at some point in their career*

* For 2011 SNAAP survey participants from U.S. institutions.
LOCATIONS OF ARTS PROFESSIONALS BY METROPOLITAN STATISTICAL AREA*

note: Updated data for 2011 coming soon.
Figure 1: Rating of Overall Experience at Institution

- Excellent: 54%
- Good: 38%
- Fair: 7%
- Poor: 1%
<table>
<thead>
<tr>
<th>ARTS MAJOR</th>
<th>Ever Worked as Artist</th>
<th>Intended to Work as Artist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dance</td>
<td>82%</td>
<td>88%</td>
</tr>
<tr>
<td>Music performance</td>
<td>82%</td>
<td>85%</td>
</tr>
<tr>
<td>Theater</td>
<td>82%</td>
<td>87%</td>
</tr>
<tr>
<td>Design</td>
<td>81%</td>
<td>89%</td>
</tr>
<tr>
<td>Architecture</td>
<td>79%</td>
<td>93%</td>
</tr>
<tr>
<td>Music history, composition, theory</td>
<td>76%</td>
<td>75%</td>
</tr>
<tr>
<td>Fine or studio arts</td>
<td>75%</td>
<td>86%</td>
</tr>
<tr>
<td>Media arts</td>
<td>71%</td>
<td>79%</td>
</tr>
<tr>
<td>Arts education</td>
<td>65%</td>
<td>57%</td>
</tr>
<tr>
<td>Creative and other writing</td>
<td>52%</td>
<td>80%</td>
</tr>
<tr>
<td>Arts administration</td>
<td>42%</td>
<td>35%</td>
</tr>
<tr>
<td>Art history</td>
<td>30%</td>
<td>32%</td>
</tr>
</tbody>
</table>

Percentage Ever\(^a\) Working as a Professional Artist and Percent Intending to Work as a Professional Artist, by Arts Discipline\(^b\)
Percent Satisfied with Income, by Selected Current Primary Jobs

- Fine artist: 38%
- Writer, author, editor: 46%
- Actor: 48%
- Photographer: 52%
- Dancer/Choreographer: 54%
- Musician: 57%
- Arts admin/manager: 60%
- Architect: 63%
- K-12 arts educator: 72%
- Sound/Light engineer or technician: 79%
How can we improve access to high quality fine and performing arts education?
Arts & Digital Literacy Initiative

A suite of innovative courses that teach digital literacy through the fine arts

Browse Courses

- Art & Media Communications I
- Art & Media Communications II
- Music & Media Communications I
- Music & Media Communications II
- Theatre & Media Communications I
- Theatre & Media Communications II
- Dance & Media Communications I
- Dance & Media Communications II
About the Arts & Digital Literacy Initiative

The College of Fine Arts at The University of Texas at Austin is partnering with the Texas Cultural Trust to develop and expand the Arts and Digital Literacy program, an initiative that will modernize fine arts curricula in Texas public schools. The College of Fine Arts is developing teacher training courses, workshops, support materials, and course updates for current teachers and teachers-in-training across the state.
Welcome to Art and Media Communications I

*Art and Media Communications* is a curriculum developed by the Texas Cultural Trust focused on teaching 9th grade students 21st century workforce skills in the creative media arts. Specific emphasis is placed on media literacy and cultural studies on top of rigorous explorations into the contemporary visual art and media design fields. *Art and Media Communications* has been approved as an innovative course by the Texas Education Agency (TEA) and is available for district implementation.

**PEIMS Code:** N1170024  
**Abbreviation:** ARMECOM

**Course Description**

*Art and Media Communications* combines rigorous and relevant experiential study of modern, post-modern, and contemporary visual art and design with student learning in media literacy and technology applications. Creation and analysis of student artworks will be balanced with explorations into contemporary practices across the visual and commercial arts fields. Students will learn how to bridge traditional hand skills with current technology applications to create new media such as animations, digital images, multimedia presentations, digital videos, websites, and interactive or site-based installations and performances. Furthermore, student work will culminate in a capstone project that investigates an issue relevant to the student and uses art, design, and visual communications to address a problem within the community or effect a change. This project will afford students an opportunity to learn and practice creative research skills, develop a narrative, engage an audience, and connect an online community to their project.

[Download the full Innovative Course Description for Art and Media Communications I (PDF)](#)  
[View the *Introduction to Art and Media Communications* Webinar](#)
High School Analysis

<table>
<thead>
<tr>
<th>Schools researched</th>
<th>Schools that offer NO Fine Arts subjects taught by certified teachers</th>
<th>Schools that offer <strong>One</strong> Fine Arts subjects taught by a certified teacher</th>
<th>Schools that offer <strong>Two</strong> Fine Arts subjects taught by a certified teacher</th>
<th>Schools that offer <strong>Three</strong> Fine Arts subjects taught by a certified teacher</th>
<th>Schools that offer <strong>Four</strong> Fine Arts subjects taught by a certified teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>24</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>8</td>
<td>12</td>
</tr>
</tbody>
</table>

Number of HISD high schools offering zero to four subjects taught by certified teachers in Art, Dance, Music, and Theatre
# Elementary School Analysis

<table>
<thead>
<tr>
<th>Number of schools researched</th>
<th>No subjects in Fine Arts taught by certified Fine Arts teachers</th>
<th>One subject in Fine Arts taught by certified Fine Arts teachers</th>
<th>Two different subjects in Fine Arts taught by certified Fine Arts teachers</th>
<th>Three different subjects in Fine Arts taught by certified Fine Arts teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>69</td>
<td>20</td>
<td>27</td>
<td>20</td>
<td>2</td>
</tr>
</tbody>
</table>

*Number of HISD elementary schools offering zero to three subjects taught by certified teachers in Art, Music, and Theatre*
Best trained student teachers rarely apprentice in most underserved schools creating a vicious cycle

Replace with a virtuous cycle: place, mentor, and retain best-trained student teachers in neediest schools

Piloted in McAllen, Texas---Scaling up program for larger district