



A Complete Guide to College Choices for the Performing and Visual Arts

Ed Schoenberg

Bellarmino College Preparatory (San Jose, CA)

Laura Young

UCLA (Los Angeles, CA)

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MYTHS AND REALITIES

“what can you do with an arts major?”

Art School Myths

- Lack rigor and/or structure
- Do not prepare for career opportunities
- No academic challenge
- Should be pursued as a hobby, not a profession
- Graduates are unemployable outside the arts
- Must be famous to be successful
- Creates starving artists

Art School in the News

Visual/Performing Arts majors are the...

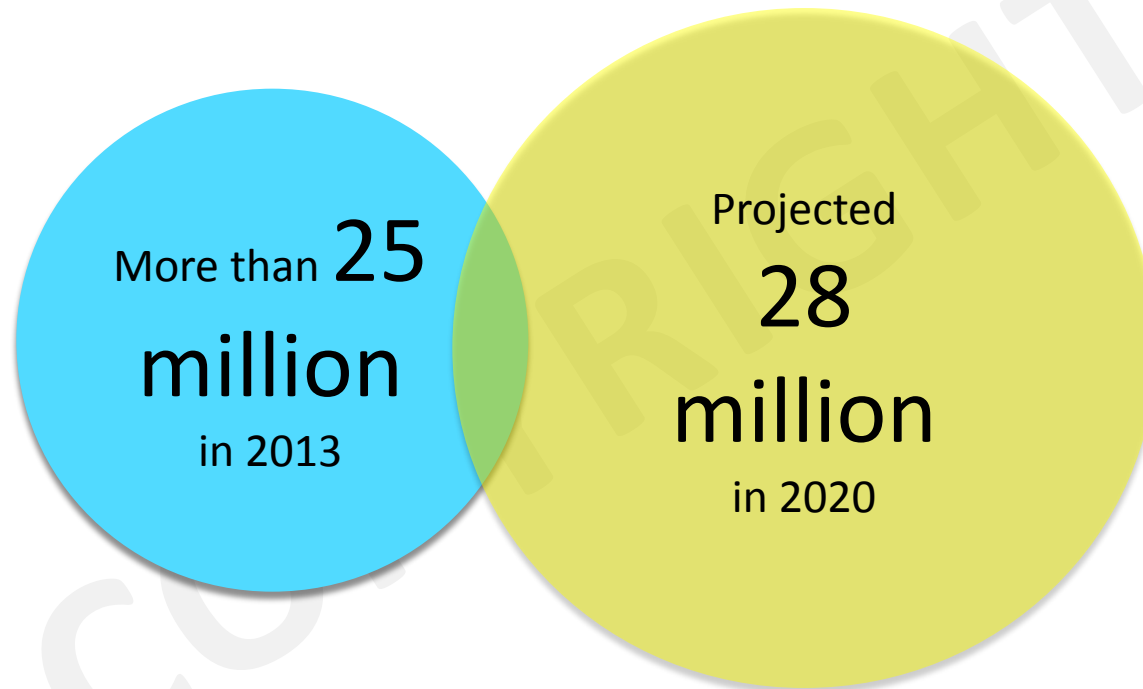
“Worst-Paid College Majors” – Time

“Least Valuable College Majors” – Forbes

“Worst College Majors for your Career” – Kiplinger

“College Degrees with the Worst Return on Investment” – Salary.com

Art School Reality



More than **25 million people** are working in arts-related industry.
By 2020, this is projected to be more that **28 million –**
a 15% increase. (U.S. Department of Labor)

Art School Reality



Due to the importance of **creativity**
in the **innovation economy**,
more people are working in arts
than ever before.

ACCESSORY DESIGN Buyer for major department stores + Consultant for fashion magazines + CAD accessory designer + Children's wear designer + Eyewear designer + Handbag designer + Luxury footwear designer + Showroom manager + Small leather goods designer + Store planner + Stylist ADVERTISING Account executive + Advertising designer + Art director + Copywriter + Creative director + Creative services manager + Freelance advertising designer + Graphic designer + Illustrator + In-house marketing staff + Web designer ANIMATION 2-D animator + 3-D animator + 3-D pre-visualization artist + Animation producer + Art director + Character designer + Digital modeler + Motion capture artist + Stop motion animator + Storyboard and concept artist + Texture/lighting technical director ART HISTORY Art appraiser + Art conservator + Art critic/writer + Art dealer + Art librarian/archivist + Arts educator + Auction house administrator + Collections manager + Curator + Historic site supervisor + Preservationist ARTS ADMINISTRATION Art gallery owner/manager + Arts and law specialist + Community outreach director + Arts organization exec director + Fundraising and development coordinator + Grant and proposal writer + Music, theater or visual arts organization manager + Public policy and arts advocate + Public relations and marketing manager + Teacher CINEMA Arts administrator + Educator + Film archivist + Film critic + Film festival organizer + Film/TV producer + Journalist + Researcher + Teacher + Writer for film and TV + DESIGN FOR SUSTAINABILITY Sustainable interior designer + Consultant + Educator + Fashion and fibers + Landscape architect + Product developer + Service designer + Transportation planner + Urban planner DESIGN MANAGEMENT Account manager + Art director + Brand design director + Corporate brand manager + Creative director + Design director + Design manager + Director of design strategy + Graphic designer and manager + Product developer + Visual experience designer DRAMATIC WRITING Arts administrator + Book publisher + Film critic + Magazine writer/editor + Novelist + Playwright + Public relations and marketing manager + Script reader + Theater consultant + Theatrical agent FASHION Apparel designer + Couturier + Fashion buyer + Fashion forecaster + Fashion illustrator + Fashion stylist + Image consultant + Menswear designer + Textile designer/colorist + Theater costume/wardrobe stylist + Visual merchandiser FIBERS Display designer + Embroiderer + Fine artist + Knitwear designer + Rug designer + Stylist + Surface designer + Textile designer + Textile colorist + Textile stylist + Upholstery designer FILM AND TELEVISION Art director + Cable and television network producer + Camera or steadycam operator + Director + Director of photography + Documentary filmmaker + Producer + Production designer + Screenwriter + Videographer FURNITURE DESIGN Design consultant + Design manager + Environmental designer + Exhibition designer + Instructor/professor + Lighting designer + Limited-production furniture + Mass-production furniture designer + Product designer + Project director + Studio Artist GRAPHIC DESIGN Advertising display designer + Art director + Corporate identity designer + Design educator + Editorial designer + Graphic designer + Multimedia designer + Package designer + Typeface designer + User experience designer + Web designer HISTORIC PRESERVATION Archivist + Conservator + Grant developer and manager + Historic preservation officer + Historic site supervisor + Museum administrator or curator + Preservation consultant + Preservation contractor + Public/private preservation agent + Research director + Restoration artisan ILLUSTRATION Advertising/marketing agency artist + Animation character artist + Art director + Children's book illustrator + Commercial illustrator + Forensic artist + Graphic artist + Instruction materials illustrator + Mural artist + Product illustrator + Storyboard artist INDUSTRIAL DESIGN Design educator + Design manager + Design strategist + Industrial designer + Interaction designer + Marine designer + Medical equipment designer + Package designer + Product designer + Toy designer + User experience designer INTERACTIVE AND GAME DESIGN Creative director + Environment designer + Flash developer + Game designer + Interactive designer/developer + Interactive installation artist + Interface designer + Level designer + Mobile games designer/developer + Web designer/developer INTERIOR DESIGN CAD specialist + Corporate designer + Healthcare designer + Hospitality designer + Interior designer + Lighting designer + Multi-family residential designer + Retail display/exhibition designer + Set designer + Single-family residential designer + Sustainability consultant or designer JEWELRY AND OBJECTS Buyer + CAD/CAM specialist + Conservation ad restoration specialist + Custom designer + Design consultant + Enameling artist + Goldsmith/silversmith + Jewelry designer + Lapidary artist + Repair specialist + Studio jeweler MOTION MEDIA DESIGN + Art director + Broadcast designer + Business development executive + Commercial director + Creative director + Motion media designer + Motion + media producer + Production artist/graphic animator + Production designer PAINTING Art consultant + Art director + Art studio manager + Art teacher + Artist-in-residence + Arts administrator + Curator + Exhibition designer + Independent studio artist + Muralist + Portrait painter PERFORMING ARTS Actor + Casting agent + Casting director + Choreographer + Dancer + Director + Dramatic coach + Producer + Publicist + Theater consultant + Voiceover artist PHOTOGRAPHY Advertising photographer + Art director + Cinematographer + Commercial photographer + Fashion photographer + Fine art photographer + News photographer + Photo archivist + Photo editor + Photojournalist + Studio photographer PRINTMAKING Archivist + Art teacher/professor + Conservator + Curator + Exhibition designer + Independent studio artist + Master printer + Museum specialist + Public installations consultant + Screen printer + Studio artist PRODUCTION DESIGN Art director for film and television + Costume designer + Fine artist + Lighting designer + Model maker + Production assistant + Scenic designer + Stylist/wardrobe designer for advertising + Theater production designer + Theme entertainment/event designer + Theme park designer SCULPTURE Art consultant + Art director + Artist-in-residence + Character modeler + Curator + Exhibition designer + Gallerist + Independent studio sculptor + Moldmaker + Specialty metalsmith SEQUENTIAL ART Cartoonist + Children's book illustrator + Colorist + Comic book artist or writer + Illustrator + Inker + Production artist + Storyboard artist + Syndicated comic artist + Video game designer + Webcomic artist SERVICE DESIGN Application designer + Customer experience manager + Design and analysis services manager + Design project manager + Experience designer + Interaction designer + Product designer + Retail designer + Service designer + User interface designer + Web designer SOUND DESIGN + ADR recordist/ADR mixer + Dialog editor + Foley mixer/Foley recordist + Game audio designer + Live sound reinforcement engineer + Location sound specialist for films + Music editor + Production mixer + Sound designer + Sound effects editor + Supervising sound editor TEACHING Adult education + Community arts and cultural groups + Corporate training + Education administration + International teaching + Museums + Nonprofit groups + Private and public pre-K-12 schools + Special needs TELEVISION PRODUCING Animation/digital media producer + Assistant/associate producer + Commercials director + Development executive + Line producer + Music and entertainment producer + Post-production supervisor + Producer + Production assistant/coordinator + Script supervisor + Television news and documentary producer URBAN DESIGN Architectural team manager + Engineer + Planner + Planning and development manager + Preservation planner + Principal urban designer + Project manager + Senior planning services officer + Transportation planner VISUAL EFFECTS Composer + Digital effects animator + Digital environment artist + Lighting technical director + Pre-visualization artist + Surfacing artist + Technical animator + Technical director + Art director + Producer + WRITING Copywriter + Critic + Editor + Grant writer + Magazine staff writer + Newscaster

How do artists earn a living?

Challenges of tracking arts employment/earnings:

Changing Workflow and Multiple Jobs

- working for weeks on a paid contract and then switching and working in a non-arts job between gigs
- may invest full-time in an artistic project and then get paid for it once completed
- work continuously as an artist part-time, but have another primary occupation on which they depend

What are artists great at?

Emotionality

The person with creative literacy — **a basic understanding of the mental, emotional, and sociological tools used for creative thought and communication** — is able to find purpose and apply meaning to the world rather than having meaning handed down and purpose assigned to them.

A Culture of Questions & Revisions

CRITIQUE

- A critique analyzes, interprets, and evaluates the subject (not just a summary)
- Answering the questions How? Why? And how well?
- How will a viewer/audience respond to the subject?

It is the responsibility of the artist to:

Interpret information,

Make decisions based on the interpretations, and

Ultimately decide to adjust/redirect based upon the information or move forward as is.

Artists = Entrepreneurs

- Focus on doing just one thing.
- Raise capital all the time.
- Solve a big customer problem.
- Come up with a differentiated strategy.
- Know their market.
- Have a strong leader with a solid team.
- Work 24x7 and wear lots of hats.

“Art is for people who want to lead self-directed lives”

~ Suzanne Lacey, Artist/Educator



“Being good
in business is the most
fascinating kind of art.

Making money is art
and working is art and
good business is the
best art.”

~*Andy Warhol*

An art degree is creative capital

The Creative Class now comprises more than 30% of the entire workforce... the Creative Economy is about innovation, business, and culture.

--*The Rise of the Creative Class*, Richard Florida

"...[B]usinesses are realizing that the only way to differentiate their goods and services in today's overstocked marketplace is to make their offerings physically beautiful and emotionally compelling. Thus the high-concept abilities of an artist are often more valuable than the easily replicated directed skills of an entry-level business graduate."

--*The MFA is the New MBA*, Daniel Pink

Strategic National Arts Alumni Project

SNAAP: A project of the Indiana University Center for Postsecondary Research in collaboration with the Vanderbilt University Curb Center for Art, Enterprise, and Public Policy.

Findings are based on survey responses of **92,113** arts alumni from **162** different institutions:

74% undergraduate

22% graduate level

4% arts high school

Art School = Career/Life Skills

Q: How much did the institution help you to acquire or develop creative thinking and problem solving?

61% - Very Much

31% - Some

6% - Very Little

2% - Not At All

Art School = Career/Life Skills

Q: The importance of creative thinking and problem solving to performing effectively in profession or work life?

92% - Very Much

7% - Some

1% - Very Little

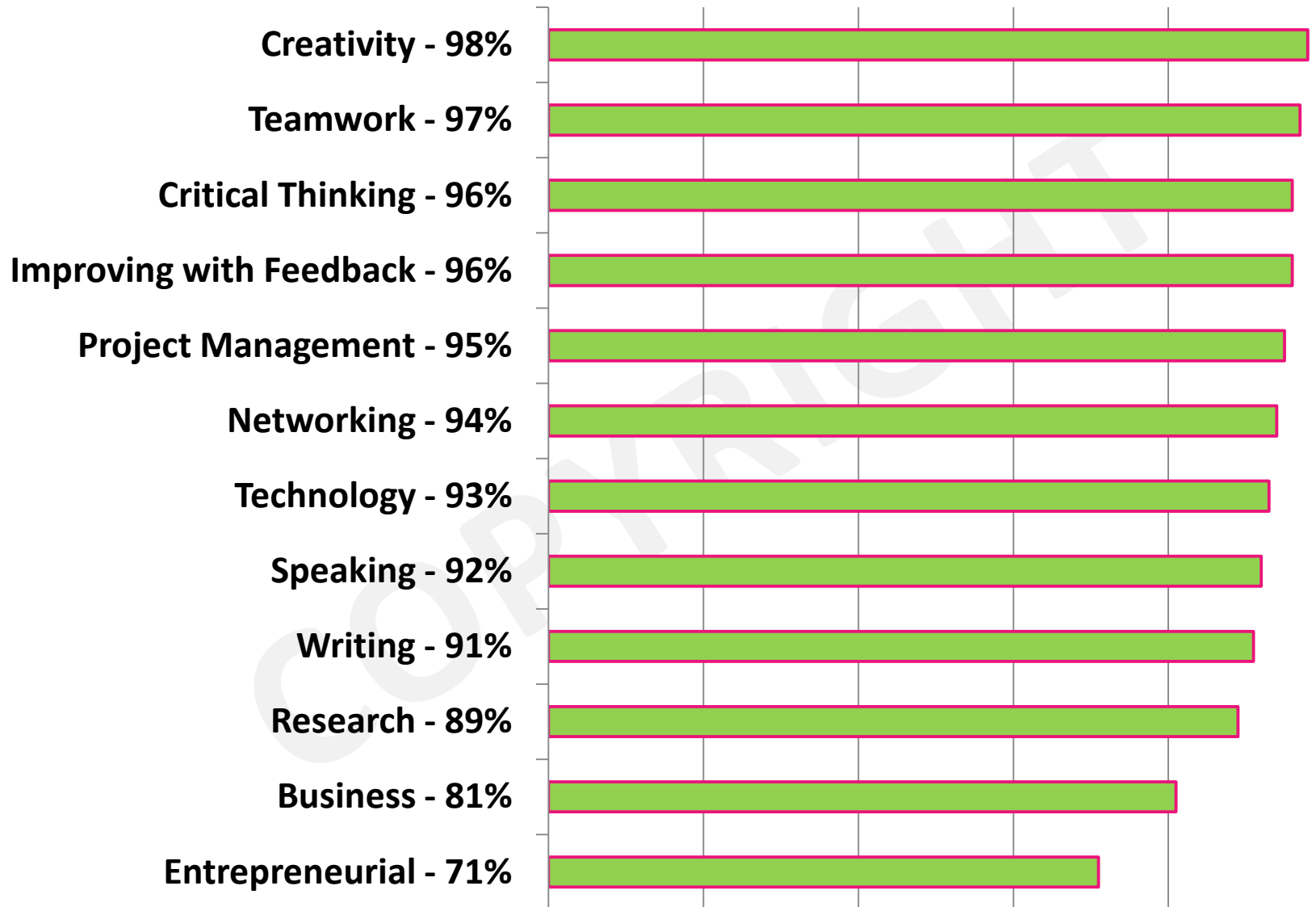
1% - Not At All

Art School = Career/Life Skills

National Association of Colleges and Employers
NACE Job Outlook 2016: Top 10 Qualities/Skills

- 1) Leadership
- 2) Ability to work in a team
- 3) Communication skills (written)
- 4) Problem-solving skills
- 5) Communication skills (verbal)
- 6) Strong work ethic
- 7) Initiative
- 8) Analytical/quantitative skills
- 9) Flexibility/adaptability
- 10) Interpersonal skills

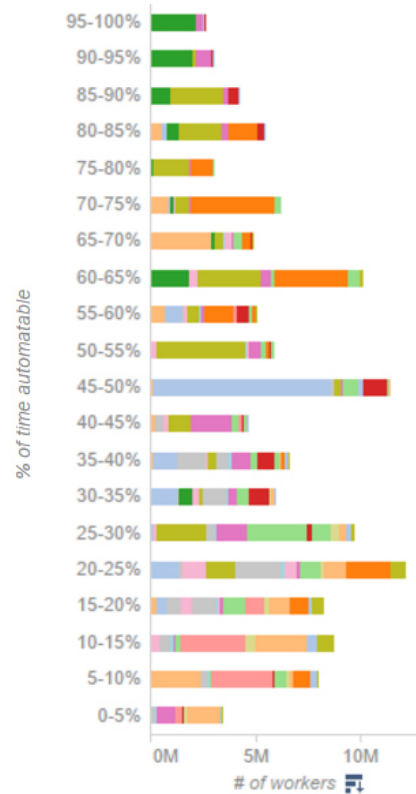
What Arts Students Are Learning



Automation Potential and Wages for US Jobs

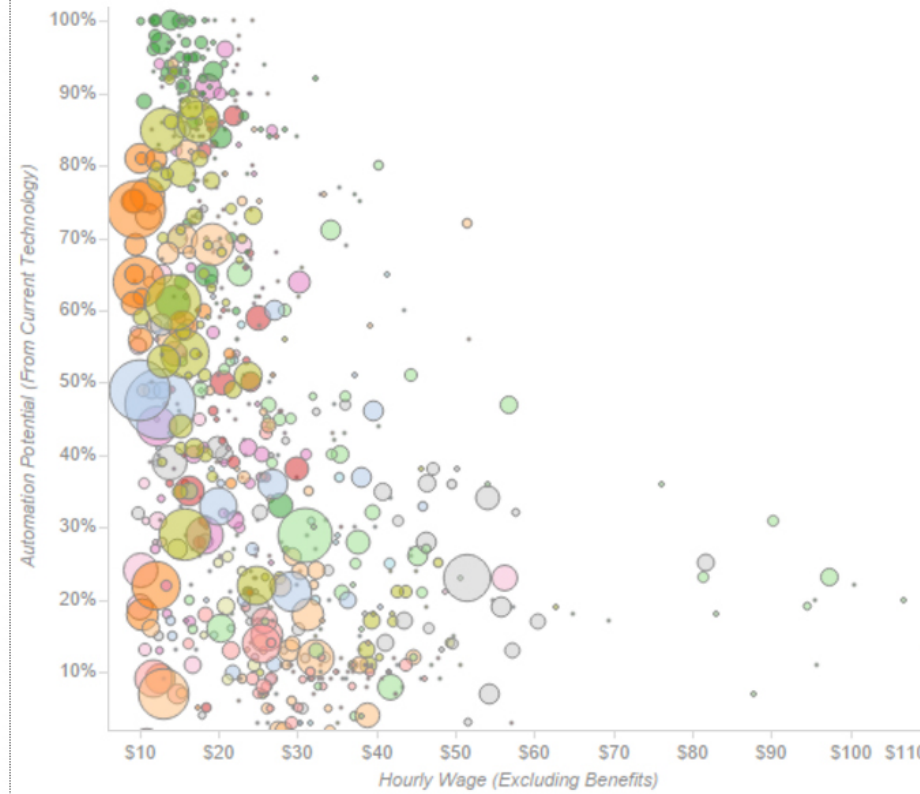
McKinsey analyzed the detailed work activities for 750+ occupations in the US to estimate the percentage of time that could be automated by adapting currently demonstrated technology. *Click on a data point or occupation family to learn more - a pop-up will show the work activities for each occupation considered. Click again to toggle off.*

US employment by automation potential



US employment by automation potential and hourly wage

bubble size = number of workers



Occupation

(All) ▼

Occupation Family

- Architecture and Engineering Occupations
- Arts, Design, Entertainment, Sports, and M..
- Building and Grounds Cleaning and Maint..
- Business and Financial Operations Occup..
- Community and Social Service Occupations
- Computer and Mathematical Occupations
- Construction and Extraction Occupations
- Education, Training, and Library Occupatio..
- Farming, Fishing, and Forestry Occupations
- Food Preparation and Serving Related Oc..
- Healthcare Practitioners and Technical Oc..
- Healthcare Support Occupations
- Installation, Maintenance, and Repair Occ..
- Legal Occupations
- Life, Physical, and Social Science Occupat..
- Management Occupations
- Office and Administrative Support Occupat..
- Personal Care and Service Occupations
- Production Occupations
- Protective Service Occupations
- Sales and Related Occupations
- Transportation and Material Moving Occup..

“Capabilities such as creativity and sensing emotions are core to the human experience and also difficult to automate.”

CHOOSING THE RIGHT FIT

“what is the best program for me?”

Choosing the Right Fit School

Four-Year Colleges and Universities

Art Schools

Conservatories

Community Colleges

Vocational/Proprietary Schools

Four-Year Colleges/Universities

- **Public and Private**
- **Broad based liberal arts curriculum**
 - Liberal arts studies can and should inspire your artistic practice.*
- **Opportunity to double major or minor**
- **Ability to switch majors**
- **University experience**
 - Clubs, sororities, fraternities, sports, etc.*
- **May have professional programs**



Carnegie
Mellon
University



OBERLIN
COLLEGE & CONSERVATORY

Performing and Visual Arts Schools

- The majority are private colleges whose funding is primarily from student tuition and endowments
- AICAD/NASAD - associated
- Smaller college atmosphere
- All degree majors are in the arts
- Be surrounded by others that have a passion for the arts
- Liberal arts are still required for graduation

-Usually courses are geared towards or designed for artists.

PNCA
Pacific Northwest College of Art


**THE UNIVERSITY
OF THE ARTS**

OTIS
Otis College of Art and Design


THE COOPER UNION

**CORNISH
COLLEGE
OF THE ARTS**

CaLARTS

**THE
NEW
SCHOOL**
PARSONS

SAIC
School of the Art Institute
of Chicago


Ringling College
of Art + Design

ArtCenter

Berklee
college of
music


RHODE ISLAND SCHOOL OF DESIGN
RISD
1877

Conservatories

- Designed to preserve and perfect the knowledge of the performing arts
- Looking for polish from a prospective student
- The majority of students self-select or are recommended by private instructors
- May not always grant baccalaureate degrees
- Directed education in the performing arts

Juilliard

DANCE
DRAMA
MUSIC



A.C.T.

AMERICAN
CONSERVATORY
THEATER

ABT

AMERICAN BALLET THEATRE



CURTIS
INSTITUTE OF MUSIC

Vocational/Technical Schools

- Majority are for-profit/proprietary institutions
- Receive up to 90% of their revenue from federal student aid
- For the student who is not looking for the rigors of college
- Hands-on training
- Employment-targeted education
- May or may not grant degrees
- Most credits are non-transferable to a four-year college or university



MUSICIANS INSTITUTE
COLLEGE OF CONTEMPORARY MUSIC



ACADEMY of ART
UNIVERSITY
FOUNDED IN SAN FRANCISCO 1929
BY ARTISTS FOR ARTISTS



ex'pression
college


The Art InstitutesSM
America's Leader in Creative Education



Community Colleges

- For the student not yet ready to enter the rigors of a competitive arts-based program
- Use to build or expand arts knowledge to be create a more competitive audition or portfolio
- Increase GPA – clean slate from high school
- Save money while completing lower division coursework

Know where you want to end up: Students should be self-directed when choosing community colleges as a stepping stone to arts-based programs.

Summer Programs

- Gives a student a chance to “test drive” a school or a particular major
- Opportunity to build a portfolio or audition repertoire
- Meet new artist mentors, some of which may sit on admissions panels at that particular school or program
- Expand arts knowledge, taking students beyond their comfort zone and exposing them to more advanced techniques and concepts
- Meet other students of similar ages/artistic inclinations to compare and contrast ideas, schools, ambitions, and goals
- Build a resume of extracurricular material for the college application
- Shows colleges that the student is willing to put in time outside of regular classes to develop their artistic discipline

Degree Types

BA vs. BFA / B.Mus (*~120 semester/~200 quarter units*)

B.A. (*Bachelor of Arts*)

50 - 60% coursework in liberal arts & sciences

40 - 50% coursework in the arts

B.F.A. (*Bachelor of Fine Arts – also BCA, BVA*)

B.Mus (*Bachelor of Music – also B.M., Mus.Bac., Mus.B*)

30 - 35% coursework in liberal arts & sciences

65 - 70% coursework in the arts

Degree Types

Other Undergraduate Arts Degrees

B.Arch (Bachelor of Architecture)

5 year program (*~160 semester/~225 quarter units*)

Undergraduate degree designed to satisfy the academic component of professional accreditation bodies, to be followed by a period of practical training prior to professional examination and licensure.

A.D. (Artistic Diploma)

Non-degree program for the specialized training of unusually accomplished performers. The program focuses on the practical aspects of artistic training: private instruction, skills, performance, and participation in ensembles.

FINDING THE RIGHT FIT

“what questions should I ask?”

Find The Fit: Size and Location

ENROLLMENT

- Overall size of the institution?
- Student:teacher ratio in arts based courses vs. liberal arts courses?

LOCATION

- Access to professional venues (museums, galleries, theaters, and concerts)?
- Attraction of regional, national, or international talent?
- Opportunity to perform or exhibit?
- Availability for internships?

Find The Fit: Facilities and Reputation

FACILITIES

- Is there adequate studio space and/or practice rooms?
- Do the research resources meet my needs?
- Do I have access to labs, classrooms and practice facilities after hours?

REPUTATION

- Are the instructors known in their field?
- Is the school respected in the industry?
- What created the school's reputation, and is this image still valid?
- Even though the school is well known, is it right for me?

Find The Fit: Admission

ADMISSIONS QUALIFICATIONS/CRITERIA

- How much value is placed on academics such as GPA, test scores and writing?
- How much emphasis is placed on the strength of my portfolio/audition?
- How will they view my creative talent in relationship to my academic achievements?

BALANCE

Audition & Portfolio Requirements





Performing Arts

PERFORMING ARTS: Pre-screening

Pre-screening requirements are a way that admission committees can determine if a student is performing at a level commensurate to the program.

Live auditions are a significant commitment that often involve expensive travel and coordination between multiple school dates, and are taxing for both the applicant as well as the admission reviewers and staff, and pre-screenings are a great way to make sure that nobody's time, efforts, and money are being wasted.

If a student passes the pre-screening, they can be assured that their performance level is competitive with the program to which they are applying, and that the admission committee is interested in seeing them audition live.

Pre-screenings are requested earlier in the application season, typically a few months before the audition dates.

PERFORMING ARTS: Audition

PUNCTUALITY

Arrive early and allow plenty of time before the audition to warm up and organize your thoughts.

INTERVIEW

Prepare for a personal interview about yourself. Be ready to articulate your immediate goals and your goals for the future. Understand the mission of the school you are auditioning for, so that you may tell the interviewer how attending that particular school will help you achieve your goals.

LETTERS OF RECOMMENDATION

As requested from the school, at least one from your primary performance instructor.

ACTING / DANCE / MUSIC / MUSICAL THEATER

If a physical and/or vocal warm-up is not part of the audition, leave enough time do so on your own.

REMEMBER!

Appearance and attitude do matter. The audition begins the minute you walk on campus.

PERFORMING ARTS: Audition



VERY IMPORTANT QUESTION:

What is the **parent role**
on the day of the audition?

Acting / Theater

PICTURE / RESUME

Bring a black/white or color 8" x 10" headshot photograph and a resume of credits, training, and special skills (i.e. juggling, dance, acrobatics, stage combat, etc.) to the audition. For the photo, do not wear hats or costumes. Do not bring production shots from a show or film. The auditioner wants to see the student's face. Later, the picture will help the auditioner recall the student.

MONOLOGUE

Prepare two contrasting pieces: one contemporary monologue and one classical monologue. The number of audition pieces and the requirements will vary with each school. Check with the admissions office or department in advance regarding individual preferences. Most auditions are limited to two minutes per piece. **READ AND KNOW THE COMPLETE PLAY THAT INCORPORATES EACH MONOLOGUE. NO STUDENT-WRITTEN MONOLOGUES.**

WHAT TO WEAR

Wear proper neutral colored audition clothing that flatters the body and allows for easy movement. Most schools evaluate the actor's physicality as well as the content/emotion of the acting. Some schools have a physical "warm-up" as part of the audition process.

Musical Theater

PICTURE/RESUME

As with the acting auditions, bring an 8" x 10" headshot photograph and a resume of credits to the audition. The photograph helps the auditioner recall the student.

REPRESENTATIVE REPERTOIRE

Musical theater auditions include three areas of performance: acting, dancing, and singing. The student should be strong in at least one of the three areas and satisfactory in the other two areas.

Acting - Prepare two contrasting monologues: one contemporary and one classical monologue.

Dancing - Group audition, combinations of ballet, jazz, tap and/or musical theater may be required. Often each dancer will be asked to perform the audition combination in a smaller group or solo.

Singing - Prepare at least 16 bars of two musical theater songs. One song should be an up-tempo and the second song should be a ballad. The student should choose songs that are appropriate for their vocal range and character type. The student should be familiar with the productions that feature the songs.

WHAT TO WEAR

All students should wear comfortable, neutral colored clothing that flatters the body. Dancers should bring extra dance clothes and shoes to change into or wear underneath outer clothing.

Dance

CHOREOGRAPHY

Students should be prepared to take a master class with other auditioners and to perform a dance solo. Choreography should be something you have rehearsed and are comfortable performing. Although each school will have its own requirements, individual showings are usually no more than 2-3 minutes in length.

WHAT TO WEAR

Bring a costume (and backup) appropriate to your style of dance. Your costume should be comfortable, flattering, and secure. When in doubt, err conservatively.

SHOES

Bring shoes appropriate to your choreography. Confirm with the school what kind of shoes you will be wearing, and what kind of floor you will prefer.

MUSIC

Bring pre-recorded music for original choreography piece. Make sure that the music is cued and ready to play.

Music

AUDITION PIECES

Obtain the audition repertoire requirements well in advance. Each school will have its own separate requirements. Sometimes they are very specific. You should begin gathering and preparing this material from each school 6 months/1 year before your audition.

SIGHT READING

Some schools will have a sight reading or improvisation component.

SHEET MUSIC

Bring the original sheet music. Sometimes schools will not allow you to audition with photocopied materials. If you only have photocopied music, be sure it is organized in laminated plastic coverings and put in a binder for the audition.

Composition:

Will often request written scores. Interviews are common in final rounds.

Video Auditions

For both remote auditions and pre-screenings.

Video auditions allow remote applicants who cannot physically attend a live audition, to be seen and/or heard clearly and accurately by performing arts admission committees.

Video Guidelines:

- Understand the technology that you will be using
- Set up your camera safely and securely
- Neutral background with visible face and body
- Frame your camera so that you are the focal point
- Dress appropriately for your performance, and also for the camera
- Be conscious of sound



Visual Arts

VISUAL ARTS: Portfolio

The portfolio represents an applicant to a college as a potential student and young artist.

For most competitive university art programs and private art schools, the portfolio will be a determining factor in the admission process to that particular college.

A strong portfolio is an edited portfolio: most students will have completed ten finished pieces for every one that is included in the final portfolio.

Preparing a portfolio should be an exciting and thoughtful process that can be engaged both in school and at home.

VISUAL ARTS: Portfolio

Most art programs will want to see works that fall into three distinct categories:

- 1. Observational art**
- 2. Personal art**
- 3. Home exam**

Some colleges require a combination of two or three categories, and others want to see only one category.

1. Observational Art

- Observational art is drawing or painting in a traditional method using a still life, figure model, portrait or landscape as the subject and rendering the subject as accurately as possible.
- The image should not be taken from a photograph or the artist's imagination but from real life.
- Size of the artwork should be approximately 18" x 24" or larger in scale, and fill the entire surface of the paper or canvas.
- Most work in this category is done in pencil, charcoal, or other drawing mediums, but it can also include painting and collage.



Observational Drawing - Still Life

Pencil on paper
18" x 24"

2. Personal Art

- Usually work done outside a classroom setting.
- Reflects the artist's unique use of materials.
- Subject matter and concept is equally important to technique.
- Work can be completed in any media.
- Schools are looking at how students create outside the classroom environment.



Personal Art

3. Home Exam

Specific work required by a particular college or department that is designed to showcase a distinct process and point of view when presented with a working context.

Example: Rhode Island School of Design [RISD]

Submit two drawing samples, each done on a sheet of white paper measuring 16"x 20" (40 cm x 50 cm).

Drawing #1: Create a drawing through a process of directly observing the forms, light, shapes and relationships of something in front of you.

Drawing #2: *select one of the following options.*

- Create a drawing instrument or tool. Make a drawing with the instrument you have created.
- Make a drawing of a bicycle

Photography & Digital Art

Photography

Submit works that are shot and printed by you the artist (both traditionally and digitally). When it comes to photography, schools are just as interested in why you chose the subject matter as they are in how it is printed.

DVD/CD-ROM/Digital/Video/Interactive Media Portfolios

When presenting graphic or digital media work make sure that your work is as finished/complete as possible. Follow formatting instructions for still images as well as any time-based media (video/audio). URLs/websites should be easy to navigate and directive.

Film & Television

RESUME

A resume of projects, credits and awards for creative work, including film projects, is recommended. Although many programs do not require previous film experience, it is a good idea to list all production experience on a resume.

WRITING SAMPLES

Film and Television programs may require one or more of the following writing samples in their portfolios: *a. Personal essay b. Critical essay on a film c. Dramatic or comedic essay d. Character profile e. Screenplay or theatrical play sample (approximately six pages)*

FILM/VIDEO REELS

Schools may require a produced live-action or animation film(s). The quality of the film is slightly less important than the content or creative ideas behind the film. Prepare and edit these materials well in advance of their due date, respective of the school's maximum time allowances.

INTERVIEW

In addition to the portfolio, an interview may also be included in the application process. Punctuality and appropriate attire are recommended for the interview. The interview is an opportunity to communicate your educational and career goals to the faculty and ask questions about the program.

Architecture

What is Architecture?

Architecture is an **art form** serving a larger objective, technology, materials, techniques and innovation, and a business with a client responsibility.

Who is likely to choose Architecture?

Having a background in English and Art (Technical Drawing, Design and Technology) or Science and Math is helpful. The architect is the one person whose professional responsibility is to consider the building as a whole. These programs are likely to be of interest to students who see themselves as:

- **Having good communication skills and the ability to work within a team and to a budget.**
- **Designing for a purpose and contributing in a positive way to the environment and to society.**
- **Responsibly using resources, materials and technologies.**
- **Providing a positive healthy environment internally and externally, and having a cultural significance which links it to its time and place and the extraordinarily rich history of architecture.**

Photographing Artwork

- Use a solid white, gray, or black background.
- Natural light (shooting outdoors) is usually the most foolproof.
- Fill the frame with your work.
- Take at least three shots of flat work. Take multiple shots of three-dimensional work.
- If you need help, ask Google!

Digital Uploads

Many performing and visual arts college and universities are moving to online digital upload systems to collect supplemental pre-screening or out of state/region performance material, portfolios, statements/essays, transcripts and other evidence of creativity.

- **Read the instructions thoroughly before you begin the process**
- **Make a calendar of all deadlines**
- **Follow provided submission guidelines**
- **Prep digital files in advance**
- **Create a professional email address**
- **Don't wait until the last minute!**



The Artist Statement

Artist Statement

An artist statement is an introduction to your work: you want the reader to want to learn more about you.

- **What am I doing, and why am I doing it?** What inspires you? What problems are you trying to solve? What does your art do for you? What challenges are you presenting?
- **How am I doing it?** What tools / materials am I using? What ideas / emotions are you conveying? What connections am I making?

Additional Details:

- **Personal History / Creative Influences:** Include only if it's compelling and directly relevant. Stay brief.
- **What is it about [institution] that is the ideal environment for you? How can [institution] best support your personal and professional goals?**

Artist Statement

As you write...

- First draft: free writing
- Thesis statement: explain your art in one sentence
- Additional drafts – obtain feedback
- Stay brief (300 – 500 words / 1-3 paragraphs / one page)
- Write simply, clearly, and precisely
- “I” statements are better than “you” statements (show, not tell)
ex. “you will experience joy when you see my art” vs. “I express my joy through art”
- Avoid sentences with “I”
ex. “I express my joy through art” vs. “free neon splashes express joy”
- use Active voice
ex. “free neon splashes express joy” vs. “joy is expressed by free neon splashes”

Art School is NOT Art Therapy

There is a perception that art schools may provide students with a therapeutic environment. Nothing could be further from the truth. The Bachelor of Fine Arts or Bachelor of Music are professional degrees and are awarded at the end of a rigorous professional curriculum. Many university Bachelor of Arts degrees combine demanding arts training with highly competitive academic environments.

National Coalition of Creative Arts Therapies Associations

The National Coalition of Creative Arts Therapies Associations (NCCATA), founded in 1979, is an alliance of professional associations dedicated to the advancement of the arts as therapeutic modalities. For over 50 years, art, dance/movement, drama, music, poetry therapists, and psychodramatists have provided meaningful therapeutic opportunities for people of all ages in a wide variety of treatment settings and schools.

The American Art Therapy Association

The American Art Therapy Association (AATA) is a national association dedicated to the belief that the creative process involved in the making of art is healing and life enhancing. Founded in 1969, AATA is a not-for-profit organization of approximately 4,750 professionals and students that has established standards for art therapy education, ethics, and practice.

Resources

National Association for College Admission Counseling

www.nacacnet.org

- *NACAC Performing and Visual Arts College Fairs*

- *NACAC National College Fairs*

Western Association for College Admission Counseling

www.wacac.org

- *WACAC College Fairs*

National Portfolio Day Association www.portfolioday.net

Strategic National Arts Alumni Project (SNAAP) snaap.indiana.edu

Resources

The Rise of the Creative Class - *Richard Florida*

Talent is Overrated: What Really Separates World-Class Performers from Everybody Else

-*Geoff Colvin*

The Critique Handbook: The Art Student's Sourcebook and Survival Guide

- *Kendall Buster and Paula Crawford*

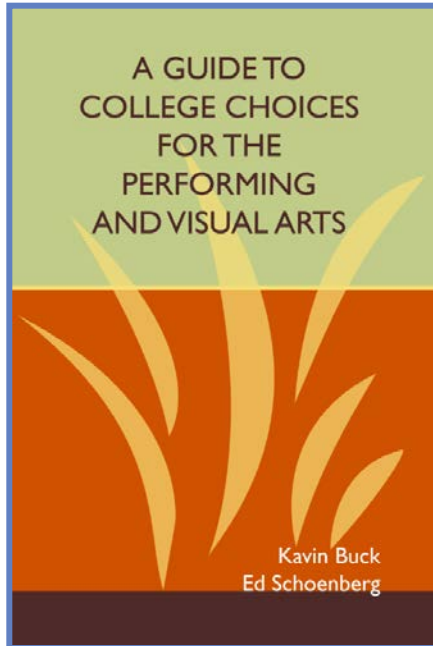
A Whole New Mind: Why Right-Brainers Will Rule the Future - *Daniel Pink*

Design Ecologies: Essays on the Nature of Design - *Lisa Tilder and Beth Blostein (editors)*

World Class Learners: Educating Creative and Entrepreneurial Students – *Yong Zhao*

What High Schools Don't Tell You - *Elizabeth Wissner-Gross*

Resources



A Guide to College Choices for the Performing and Visual Arts *By Kavin Buck & Ed Schoenberg*

Available at [amazon.com](https://www.amazon.com)
paperback and e-book



Laura's Special Stash of Articles about Art / Creativity goo.gl/3d4rq1

Thank You!



“Retire to what?”

~ Duke Ellington, Musician/Conductor

Ed Schoenberg – eschoenberg@bcp.org

Laura Young – lyoung@arts.ucla.edu