



# Overcoming the Myth of the Contemporary “Starving Artist”:

An exploration into the fusion, and  
viability of a 21st-century career in  
art and design

## **MASTER OF FINE ARTS THESIS**

MIRANDA MYLES JACKSON

Liberty University

School of Communication & the Arts

Department of Studio and Digital Art



© 2020 MIRANDA MYLES JACKSON

Written and Designed by Miranda Myles Jackson  
For more information visit:  
[MirandaMJ.com](http://MirandaMJ.com)

# Final Signatures

*Overcoming the Myth of the Contemporary “Starving Artist”*: An exploration into the fusion, and viability of a 21st-century career in art and design, a thesis submitted to Liberty University for Master of Fine Arts in Graphic Design

---

**CHAIR:** Prof. Edward Green

---

**READER 1:** Prof. Audra Rygh

---

**READER 2:** Prof. Cameron Luft

---

**DEPT. CHAIR:** Prof. Todd Smith

## TABLE OF CONTENTS

Abstract	.... 5
Chapter 1: The Problem	.... 6
Chapter 2: Research	.... 14
Chapter 3: Visual Process	.... 28
Chapter 4: Final Solution	.... 39
Chapter 5: Conclusion	.... 53
Bibliography	.... 55

# ABSTRACT

This research explores the myth of the "starving artist" surrounding the pursuit of a career in the arts. Artists are often dubbed as starving due to the pre-conceived notion that careers in art do not provide longevity or financial stability. Due to this stigma, budding creatives are often dissuaded at home, school, or both from pursuing a career doing what they love. Arts programs are often cut and or remain underfunded, mainly due to this biased perception.

Research indicates that careers in the arts have expanded exponentially due to its merge with various fields. According to both the STEM vs. STEAM Infographic archived in the National Arts Administration and Policy Publications Database and an article entitled, "*STEM or STEAM. We're missing the point*" written by Vince Bertram, President and CEO of Project Lead The Way Inc., early arts education contributes to a more well-rounded and capable professional in several industries. It also shows that artists and designers in traditional and contemporary positions earn livable wages in stable careers. This study aims to produce a website featuring up to date information and inspiration for the aspiring creative. Coordinating materials and collateral will also be produced to help grow the site's visibility and further disseminate this information to students, educators, and parents.

# Chapter 1: THE PROBLEM

Problem Statement

Introduction

Research Rationale

Stakeholders

Research Methods

Summary Findings

## PROBLEM STATEMENT

Art and design are often downplayed as if they are not viable, sustainable, or stable career options. Perspective, creative students are often told they should not or can not pursue an art career. The result is fewer students majoring in the arts and pursuing a career in which they have no interest.

This thesis will attempt to overcome the stigma of the "starving artist" through research highlighting how and where the misleading moniker is implemented and statistical data on where the art and design industry now stands. The target audience for information includes prospective artists at the high school and collegiate level, educators at the high school and college level, and prospective artists' parents. The aim is to provide a ready resource of factual information that could ultimately help prospective artists make their career decisions. This information would also be a resource for their parents and any associated educators as they are often the influencers in such decisions for students.

## INTRODUCTION

Solidifying a career as an artist or designer is often viewed as unobtainable or financially unstable, resulting in future artists forgoing their interests, talents, and abilities in favor of lifelong careers in alternative fields.

Children and adolescents are often asked what they would like to be when they grow up. Often, a number of them have an answer. A child or teenager saying they would like to be a doctor, lawyer, engineer, or accountant often results in praise. This praise is reinforced in school at both levels. Most primary and secondary schools have geared their focus, often through federal mandate or insistence, towards such careers via a STEM (Science, Technology, Engineering, and Math) based curriculum. Kids are encouraged to move forward in these fields with the expectation of earning a sustainable future career.

With the push towards STEM careers in school and at home, what does one do if they have adverse interests? What if the child or teenager is interested in an art career? How is this handled at school? How is it handled at home? Is the child encouraged? Educators at the post-secondary levels often find themselves with students who have a primary interest in the arts yet major in a STEM career. Collegiate-level art students are often discouraged from pursuing art or design because parents, relatives, counselors, and more, persuade them against it. Often it is suggested the student major in a career pursuit which is deemed socially acceptable or more profitable by society's standards.

As collegiate level art professor, I have also encountered students who have continued towards their primary arts interests without the support of their family, previous counselors, advisors, and the like. I have encountered this in my personal life, as well. At a young age, I was discouraged from pursuing art to

find it again later in life. I would have been where I am now much earlier had I not listened to the naysayers. Other colleagues have often cited enduring such issues personally. A sore spot for some, it is almost taboo to discuss. Kids will often hide their interest in an art career to keep up with the status quo. Often hiding their interest is how they end up with alternative majors and ultimately alternative careers.

This research could benefit our society and culture as art is often promoted as enjoyable; however, prospective artists are often turned away from the craft. Recently a known radio announcer with Radio One, shared a social media image advising young people within his colossal following to review a list of advice to ensure a successful future. Among the items listed was the phrase "Do not major in art." Most artists are very passionate and internally creative people who feel a need to create. Telling them they cannot pursue what they want to do in life as a creative can be hurtful to the artist and their future. The combination of art with digital technology has created more doors to be opened in long term commercial art careers for artists, although everyone does not consider it. For instance, more and more employers seek applicants to fill creative positions who are well-versed in analog and digital media. This research and resource should help people realize that becoming an artist no longer means starving. Artistry is a viable career option.

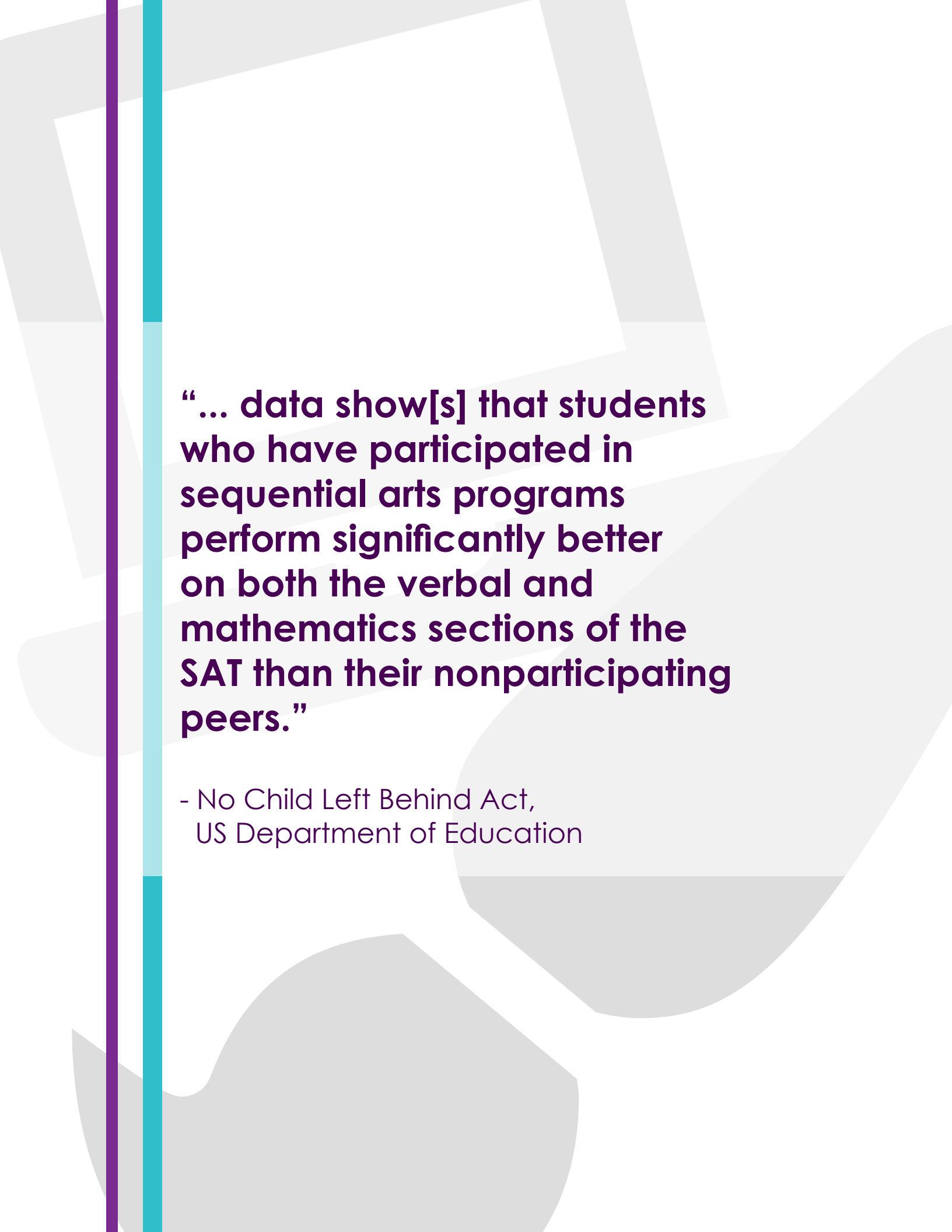
(cont.)



## INTRODUCTION (CONT.)

This Thesis will attempt to overcome the perceived myth of the contemporary "starving artist" by exploring the fusion and viability of 21st-century careers in art and design. Art has come a long way. While traditional arts remain ever-present, they are no longer the only option. Art is now a beautiful mosaic of art, design, photography, technology, and communication. There are now a plethora of options for a budding creative to consider and pursue.

The design solution I believe to work best for this Thesis is a website. To reach a national widespread demographic easily, readily, and at will, this seems to be the best choice of media. It can also be added to as new information presents itself over time. The website's goal would be to utilize different avenues and information to communicate the attainability of a stable career within the art and design industry and hopefully to dispel the starving artist stigma from each viewer in the process.



**“... data show[s] that students who have participated in sequential arts programs perform significantly better on both the verbal and mathematics sections of the SAT than their nonparticipating peers.”**

- No Child Left Behind Act,  
US Department of Education

## RESEARCH RATIONALE

This problem requires in-depth research because budding creatives are being ushered away from the field due to the stigma of instability; students are missing a vital component in their education. That component is creativity. Creativity helps to fuel many fields, which are both science and technology-based, i.e. engineering, development, and architecture. Creativity also assists in fostering the development of critical thinking skills. For instance, while design is an art-based field, it is often viewed as separate due to its emphasis on design thinking, also known as problem-solving. The infusion of the arts into a curriculum enhances students' outcomes going into any field and helps erase the stigma towards those whose primary interest is indeed an art career.

## RESEARCH METHODS

### CASE STUDIES -

In my preliminary research, I feel to have merely scratched the surface of the STEAM (Science, Technology, Engineering, Art & Design, Math) vs. STEM (Science, Technology, Engineering, Math) debate. The addition of art to STEM, along with its corresponding effects and enrichments, is a new perspective that is just now gaining wind or traction in the education community. Further research will help me find more examples and statistics concerning whether or not a STEAM education creates a more well-rounded and career ready student versus what has become a traditional STEM education.

To do this, I plan to utilize document analysis and unobtrusive trace measures to create Case Studies. The Case Studies will outline school districts who have stayed with STEM education and those who have embraced a STEAM education.

### CONTENT INVENTORY AND AUDIT -

Census style data of art and design careers and their specializations, as found during preliminary research, are not enough. Going forward, I will need to analyze this data to create one source of factual information on my specific topic. I will need to find out what the specializations are, how many are working in those fields, and more.

To analyze this data, I plan to utilize the Content Inventory and Audit method. I will work with spreadsheet software to do this. This data can then be applied to my research and used in my final visual project as individual highlights.

During initial research, sources featuring whether or not current working artists were encouraged towards art were not found. That said, I would need to gather it myself in the future. Gathering this information would add insight, which is difficult to quantify. Artists often claim this issue has affected them; this will quantify this statement.

To gather this information, I would intend to utilize the Crowdsourcing method. This method would allow me to poll an expanded number of professionals remotely via survey software such as Google Forms. The form automatically analyzes form input data, which will be helpful when asking direct questions.

## STAKEHOLDERS

### AUDIENCE:

The audience benefiting the most from this research are prospective art students, educators, and parents. This Thesis and its corresponding visual component will be a resource they can reference to assist in their knowledge of the field. The goal is for them to turn to this resource to learn that art does indeed work, figure out if they want to major in art, and what area they would like to specialize in for their future.

### BENEFITS:

This research could benefit our society and culture as art is often promoted as enjoyable; however, prospective artists are always turned away from the craft. Recently a known radio announcer with Radio One shared a social media image advising young people within his vast following to review a list of advice to ensure a successful future. Among the items listed was the phrase "Do not major in art." Most artists are very passionate and internally creative people who feel a need to create. Telling them they cannot pursue what they want to do in life as a creative can be hurtful to the artist and their future. The combination of art with digital technology has created more doors to be opened in long term commercial art careers for artists, although everyone does not consider it. This research and resource should help people realize that becoming an artist no longer means starving; it is a viable career option.

# CHAPTER 2: RESEARCH

Summary of Findings

## SUMMARY OF FINDINGS

The following will detail summaries of my findings in researching contemporary careers within art and design, the lack of art at the primary and secondary level, and the current climate and market for creative careers.

## ARTIST AND DESIGNER DEFINITIONS -

For clarification in further reading of this research, the terms Artist and Designer are defined below. Merriam Webster dictionary defines an Artist as "One who possesses and practices an imaginative art." (Merriam-Webster) Merriam Webster defines a designer as "One who creates and often executes plans for a project or structure." (Merriam-Webster) While AIGA states in their What is Design article, "The traditional role of design has been to improve the visual appearance and function of messages and information." This description is interesting. Notably within the field, a difference between an artist and designer is often denoted by specifying the designer as creating functional work based on problem-solving. Some, however, do not make much of a distinction at all. In the end, Designers are fellow creatives who create utilizing the same visual articles of organization, principles, and theories as all other art specialties. Because of this, a creative's specific specialty and medium is of no consequence. An Artist is an Artist. Throughout this research, the term artist will be used as an all-encompassing term to detail traditional and contemporary visual artists and designers.

## SUMMARY OF FINDINGS (CONT.)

### ART AT THE PRIMARY AND SECONDARY SCHOOL LEVEL -

According to the No Child Left Behind Act Arts in Education section, "... data show[s] that students who have participated in sequential arts programs perform significantly better on both the verbal and mathematics sections of the SAT than their nonparticipating peers." (U.S. Department of Education) Nonetheless, Arts programs at the primary and secondary school levels are taking a massive hit. Several school districts have had to remove their arts programs (visual arts, music, and theatre) due to low funding.

Waning support for The Endowment for the Arts, a national program, is often to blame for such defunding; however, there are many factors at play in reality. Two governmental acts have contributed to schools forced and sometimes unforced removal of arts programs. Surprisingly, the No Child Left Behind Act does not push support for the arts in districts earning less than \$15 million despite the data they have collected and the Common Core State Standards Initiative.

According to their website, the Common Core Initiative readies students for college and their career by setting high standards in Math and English. They mention the Initiative began to stay ahead of our international cohorts and has since been accepted by over 40 states. It appears the adoption of these initiatives, low funding, and the wavering support of the Endowment for the Arts all together is the reasoning for the removal of arts programs at the primary and secondary school level. While it is proven that participation in the arts amplifies the student's scores in several areas,

school administrators have to keep their participation in these programs and concentrate on the student's scores in their state standardized test areas, which do not include art.

Granted, it is no secret that arts programs in primary and secondary institutions are poorly funded and often cut out entirely if a district has financial issues. "In 2018, nearly 30 percent of public school students in Oklahoma went to a school with no fine arts classes, state records show." (Wendler, NPR) What some fail to realize is this is ultimately due to needing to keep areas that are tested. Art is not a tested area and is therefore pushed to the back burner.

While this is a national issue, it has significantly affected districts in low-income areas. Students in low-income areas face greater than double the likelihood of attending school without any art classes. The majority population in the low-income areas are minorities, specifically African Americans and Hispanics. This realization might explain why African American's currently make up only 3 percent of graphic designers. AIGA and Adobe often host break out sessions during their conferences to discuss this; however, in light of the disparity of arts availability at the primary and secondary level in these under-served areas, it may be a much deeper issue.

(cont.)



## SUMMARY OF FINDINGS (CONT.)

After school arts programs and non-profit organizations have been formed to fill in the gaps of what the students are missing out on during the school day without art programs. While these organizations' work is highly commendable, needed, and appreciated, it also suffers from the same issue. They are generally underfunded and often in danger of losing their ability to help due to not covering their operational costs.

Alternatively, some districts, states, and charter schools have attempted to combat this revolving system by incorporating private and community funding. Initiatives such as California's Core Reforms Engaging Arts to Educate (CREATE) program and Brooklyn's Ascend Charter Schools are looking to change the narrative. They realize the power incorporating arts into their schools has on their students' overall learning and make strides to make art happen in their schools without traditional funding.

## SUMMARY OF FINDINGS (CONT.)

### STEAM VS. STEM -

The next Initiative to lead this decade also set its focus away from art. The Educate to Innovate Initiative, a government program created under the Obama Administration, set its sights on teaching innovation through STEM. STEM is an acronym that stands for Science, Technology, Engineering, and Math. It was felt that this was the pathway to ready students for their future careers, making it the center of attention for primary and secondary schools. This step again left out the arts, which often result in further defunding and calls for educators to push students towards STEM areas and again away from the arts.

However, recently, some have begun to realize that exposure to the arts increases creativity and innovation. Students enrolled in the arts learn communication skills, critical thinking, problem-solving, and adaptability. That said, “educational leaders have called for more balanced ways to teaching and learning, which includes, the arts, design, and humanities... This design for a balanced approach fostered science, technology, engineering, arts, and mathematics (STEAM) education.” (Quigley, 1) This balance was confirmed by a research study performed by The Brookings Institution, a non-profit public policy organization in Washington, D.C. According to Brian Kisida and Daniel H. Bowen of the Brookings Institution,

*“When we restrict our analysis to elementary schools, which comprised 86 percent of the sample and were the primary target of the program, we also find that increases in arts learning positively and significantly affect students’ school engagement, college aspirations, and their inclinations to draw upon works of art as a means for empathizing with others. In terms of school engagement, students in the treatment group were more likely to agree that schoolwork is enjoyable, makes them think about things in new ways, and that their school offers programs, classes, and activities that keep them interested in school.”*

The Georgia Department of Education, South Carolina Coalition for Math and Science, and the D.C. Everest School District in Weston, Wisconsin, have all enacted a STEAM program. These education institutions cite that they need to prepare students for 21st-century positions as the main reason for implementing STEAM. Dr. Kristine Gillmore of D.C. Everest Area School District makes a strong point in stating that we must prepare students for careers that do not yet exist. These future careers can be in many industries. Nevertheless, with STEAM programming readying students with technical, critical thinking, and problem-solving skills, they will be ready to think on their feet to maneuver as the employment landscape evolves. These schools believe the best way to do this is to prepare students to be critical thinkers who have mastered creative problem-solving. This belief explains why 2 of the three institutions profiled refer to the “A” in STEAM as Art/Design. Designers are often touted as problem solvers within the Art realm.

(cont.)

## SUMMARY OF FINDINGS (CONT.)

South Carolina Coalition for Math and Science has a partnership with Clemson University to implement STEAM programs into their schools. This partnership is interesting because the coalition is named a STEM organization, yet they are now implementing STEAM instead. According to the videos on their website, the world economy is changing. While more monies are funneling into the schools per student, the schools themselves have not changed in terms of curriculum and pedagogy. They also feel as though STEAM's implementation will ready students for careers that do not yet exist. One of their videos explicitly states that the program would funnel students into graphic design, robotics, animation, and coding. This career path is more than likely due to the merge of art with technology.

Hopefully, STEAM will gain as much traction as the STEM push in primary and secondary schools. We do not realize it, yet, as a society, we have slowly trained our educators, parents, and students not to value the arts as a career option. Consistently pushing other programs for so many years while simultaneously removing arts programs has left a stigma on pursuing an art career.

## SUMMARY OF FINDINGS (CONT.)

encouraging the stigma amongst them, their parents, and educators. See the upcoming Artist Salaries section for further information on actual earnings.

### MOST POPULATED DEGREE PROGRAMS -

According to the National Center for Education Statistics, the top five conferred degrees are business, health professions, social sciences and history, psychology, and biology. The push toward STEM degrees for entry into STEM professions worked. If one were to do a quick search for top degree programs, they would find several top-five and ten lists with none of them indicating the arts as an option. This reticence appears to also stem from the stigma to push students away from the arts. What most do not realize, however, is that visual and performing arts actually slides in at number seven for top conferred degrees surpassed, no less by engineering at number six. While the initial six degrees had enrollment increases within the past 20 years, visual and performing arts have seen a slight decrease in degrees conferred.

It is also worth noting the expected average salaries of such majors. Among the key findings of the Economic Value of College Majors site from Georgetown University, the top 2 most popular majors are the two highest-earning career fields, STEM and Business. Within the bracket of the ten lowest-earning career fields, studio arts are listed. STEM and Business careers expect earnings of over \$65,000 into their careers for the rest of their lives, while Art careers are noted as earning less than \$41,000 per year. While this is a livable wage, it is significantly less than STEM careers. This discrepancy also contributes to the "starving artist" stigma for today's students. However, the truth is that \$40,000 is a livable salary, though thousands of artists earn more than this, according to the Bureau of Labor Statistics. The differential listed is what most students believe, thereby

## SUMMARY OF FINDINGS (CONT.)

### CREATIVE ARTS AND DIGITAL TECHNOLOGIES -

During the beginnings of the 20th-Century, traditional arts reigned supreme. Graphic Design was created with printmaking, figure painters created most portraits, and we were beginning to understand photography. These practices continued for several decades until we entered modern and postmodernism. Computers had begun to be used as a new artistic medium in commercial art no less. From there, Commercial Art grew exponentially with computer software growing and expanding with it. At present, we have software for nearly every genre of art, such as Illustration, Photography, Typography, Design, Architecture, and more.

The fusion of art and technology has created many new career opportunities for artists and designers alike. Some of the most current in-demand positions include UX and U.I. Design, Instructional Design, and Multimedia Artists.

## SUMMARY OF FINDINGS (CONT.)

### DEFINITION OF CAREER SUCCESS -

What exactly is career success? If one does an internet search for the specific definition of career success, it turns up with no result, instead several articles of people attempting to enforce a societal norm. As a society, we have been taught and trained to value tangible things and perception where our careers are concerned. The tangible things we value are accomplishments. Accomplishments may seem intangible; however, upon further retrospect, it is not. We want to celebrate when one has completed a degree, bought a house, bought a new car, or boat. We even celebrate the success of people who have done nothing more than winning a numbers guessing game, also known as the lottery. We refer to them as successful. We feel as though they have achieved something great.

Something these items also have in common is their connection to finances. A large part of valuing perception is our value of prestige. If an item, university, or company appears to cost more or produce people who earn more, they automatically inherit value or prestige in our minds. This implied value leaves us equating success to monetary gain. Our society believes one is successful in their career if they earn a hyper large salary.

Nonetheless, this also leaves us in an interesting quandary. We often see this storyline in movies and on television. The rich person who can purchase anything their heart desires is miserable because they do not enjoy their careers. We are producing people who work hard to achieve our idea of career success, which is monetary gain. At the same time, we forget that we are still human beings in need of fulfillment in several areas of our

livelihood to produce personal happiness. "Career success is a combination of achieving a reasonable level of financial stability while doing work you enjoy and then finding that you are also happy and fulfilled with your life and career choices as well." (Allen). It is a delicate balance.

People love art. We purchase paintings, commission portraits, hire interior designers, watch movies, play video games, and buy all sorts of lagniappe because it has cool artwork on it. We even invade the snazzy side of town where the artists tend to congregate, thereby forcing the area's real estate to skyrocket. We do all of this with a smile. We tell ourselves and our children not to pursue art, not realizing that our spending toward the consumption of art keeps the arts industries alive and functioning. It is an interesting dichotomy. In the interest of achieving financial success and steering clear of creative careers, we are funding the success of creative careers.

## SUMMARY OF FINDINGS (CONT.)

### ART CAREERS AND SALARIES -

Statistics numbers, contemporary artists are not starving at all. Contemporary artists are working in stable careers and earning livable salaries, which makes them successful by any definition.

According to the video posted by the Bureau of Labor Statistics within their article "Careers for People Who Are Creative," Graphic Designers are the second most in-demand careers for all creative occupations. Notice the distinction is within the creative occupations; this is not to be confused with overall occupations or careers as outlined above in the most populated degree section. Creative careers are numerous and reach well beyond the traditional studio arts. It is also important to note that several creative careers are embedded within other industries. For instance, every large company has a creative department that usually employs designers, multimedia artists, web developers, photographers, copywriters, and more.

Despite college major career predictions, The Bureau of Labor Statistics lists three of the four top-paying careers for artists earning well over \$40,000 per year. The highest-earning artist profession, Art Directors, also lists the highest employment number for artists with over 90,000 people earning over \$92,000 as a median salary. Over 73,000 employed Multimedia artists earn over \$70,000 median per year. Not to mention, Fine artists who work in traditional art mediums earn a median salary of over \$49,000 per year.

This data is essential because, as mentioned previously, colleges are informing students that studio art majors have one of the lowest salaries and can only expect to earn \$40,000 for the rest of their lives in their chosen career field. The actual figures certainly shine a new light on the "starving artist" myth. According to the actual national Bureau of Labor

## SUMMARY OF FINDINGS (CONT.)

### CAREERS WITH THE HIGHEST PROJECTED GROWTH AND THEIR SALARIES\* -

\*All figures featured above from The Bureau of Labor Statistics (bls.gov).

Position	Expected Growth thru 2026	Median Salary
Graphic Designers	26,000	\$48,700
Photographers	10,300	\$32,490
Art Directors	7,700	\$92,500
Multimedia Artists	6,600	\$70,530
Interior Designers	6,500	\$51,500




## SUMMARY OF FINDINGS (CONT.)

### INDUSTRIES CURRENTLY EMPLOYING ARTISTS & DESIGNERS\* -

List according to the AIGA Design Census  
2019

Accounting	Food / Beverage
Advertising	Government
Aerospace	Healthcare
Agriculture	Hospitality
Alcohol / Tobacco	Industrial goods
Architecture	Insurance
Arts / Entertainment	Legal
Biotech	Marketing
Clothing / Textile	Medical / Pharmaceutical
Construction	Publishing
Consulting	Real estate
Consumer goods	Retail
Data sciences	Shipping
Digital products + services	Social media
Education	Transportation
Electronics	Travel / Tourism
Energy	& More ...
Finance	



**“Career success is a combination of achieving a reasonable level of financial stability while doing work you enjoy and then finding that you are also happy and fulfilled with your life and career choices as well.”**

- Terina Allen, *Contributer*  
Forbes Magazine

## SUMMARY OF FINDINGS (CONT.)

### ART & DESIGN SPECIALIZATIONS:

\*This is not an exhaustive list. Art careers are growing daily.

Traditional Arts & Crafts

Painting

Ceramics

Arts Administration

Photography

Graphic Design

Illustration

Research

Environmental design

Packaging design

Education

UX & UI design

Strategy

Animation

Interaction design

Motion graphics

Game design

AI / Algorithm design

AR / VR design

& More

# CHAPTER 3: VISUAL PROCESS

Ideation

Initial Concepts (Versions 1 - 4)

## IDEATION

### IDEATION -

My target demographic is quite large. I wanted this information to be available to students, educators, and parents. That said, educators and parents will read a plethora of information solely based on its content. Students, on the other hand, will not. This differential led me to create for the student audience first in terms of the overall aesthetic to draw them in to receive the information.

I decided on the name ArtWorks for the materials. The play on words stuck with me, and I felt it would also stand out to others.

### INITIAL CONCEPT:

Initially, I had the idea of telling a narrative using imagery and sequential use of the content. I wanted the images to detail budding artists from childhood to adolescence then into undergrad. The images would be overlaid with discouraging remarks about artists. The final image would be the actuality of the situation. It would showcase a working artist in a stable career. Ultimately, after an attempt at this aesthetic, it was not coming together in a way I needed to draw the younger view, yet still, look authoritative enough for them to want to intake the information.

### SECOND CONCEPT:

The second concept came after viewing a single inspiration image of an anaglyph effect. I felt mesmerized. Its simple and modern appearance, yet sharp juxtaposition with the fact that an anaglyph mimics the early digital era. From here, I came up with a concept, color palette, typography, and logotype to create the overall look of the collateral.

# Initial Concepts

Versions 1 - 5

Inspiration

Concept Board

Logotype

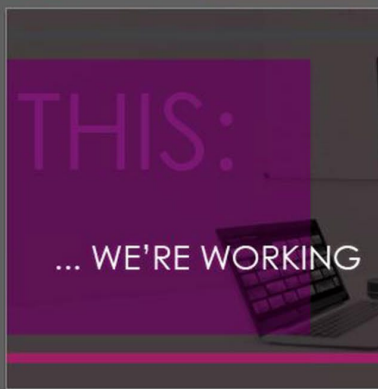
Social Media Images

Infographic

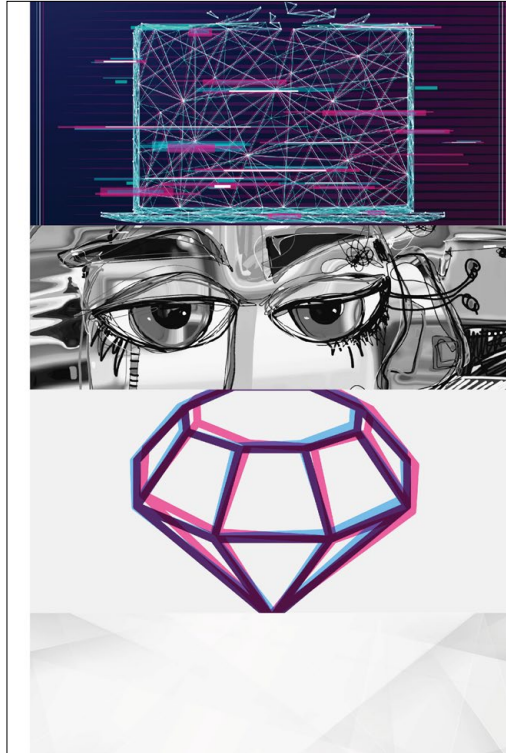
Website

Website Prototype

## VERSION 1 SOCIAL MEDIA IMAGES



# VERSION 2 - INSPIRATION, CONCEPT & STYLE



Abstract | Doodle | Modern  
Minimal / White Space / Anaglyph

# art(Works)

CREATE YOUR FUTURE >>

art(Works)  
CREATE YOUR FUTURE >>

art(Works)  
CREATE YOUR FUTURE >>

art(Works)  
CREATE YOUR FUTURE >>



#67308f



#88aad



#ffff



#2ebfca



#231f20

Shadows In The Light - Regular  
Open Sans Condensed - Light



## V2 SOCIAL MEDIA IMAGES & BANNER



**Fiction:**  
"Artists make no money..."

**Fact:**  
... Artists and Designers earn competitive salaries with the highest nearing six figures.

**art(Works)**  
CREATE YOUR FUTURE >>

[artworks.org](http://artworks.org)

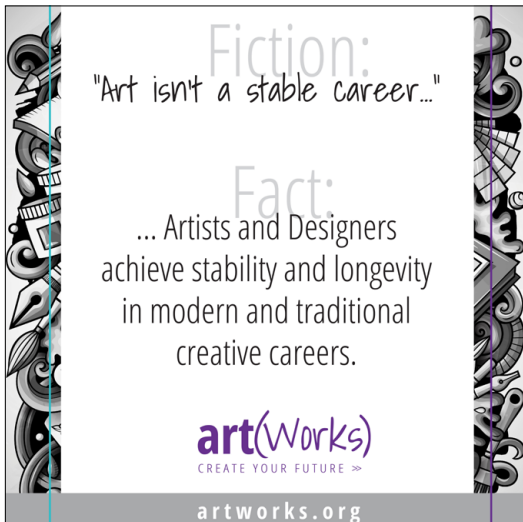


**Fiction:**  
"Art doesn't pay the bills..."

**Fact:**  
... Artists and Designers earn livable salaries while doing what they love.

**art(Works)**  
CREATE YOUR FUTURE >>

[artworks.org](http://artworks.org)



**Fiction:**  
"Art isn't a stable career..."

**Fact:**  
... Artists and Designers achieve stability and longevity in modern and traditional creative careers.

**art(Works)**  
CREATE YOUR FUTURE >>

[artworks.org](http://artworks.org)



Did you know that 21st Century Artists are not Starving?

Artists and Designers are working stable careers and earning competitive salaries.

**art(Works)**  
CREATE YOUR FUTURE >>

[artworks.org](http://artworks.org)

# V2 INFOGRAPHIC & WEBSITE HOMEPAGE



Did you know  
21st Century Artists  
are not starving?

art(Works) ☰

Did you know that 21st Century Artists are not Starving? Its true, they are working... in stable careers.

**art(Works)**  
CREATE YOUR FUTURE >>

Read up on existing Art + Design Careers >>

Lorem Ipsum  
Lorem Ipsum Dolor Sit Amet  
Lorem Ipsum Dolor Sit Amet  
Lorem Ipsum Dolor Sit Amet

Lorem Ipsum  
Lorem Ipsum Dolor Sit Amet  
Lorem Ipsum Dolor Sit Amet  
Lorem Ipsum Dolor Sit Amet

**Art, Design,  
and Technology  
have merged,  
creating new  
specialties,  
artistic media,  
and employment  
opportunities**

"Your Life is already artful - waiting, just waiting for you to make it art."  
- Toni Morrison

## Artist Spotlight:

FirstName LastName - Occupation

Copyright 2020 ArtWorks Organization

# VERSION 3 - FINAL STYLE & SOCIAL MEDIA IMAGES

**art(Works)**  
CREATE YOUR FUTURE >>

**art(Works)**  
CREATE YOUR FUTURE >>

**art(Works)**  
CREATE YOUR FUTURE >>

**art(Works)**  
CREATE YOUR FUTURE >>

**art(Works)**  
CREATE YOUR FUTURE >>

**art(Works)**  
CREATE YOUR FUTURE >>

#67308f    #a8aaad    #ffffff

#2ebfca    #231f20

Shadows In The Light  
Open Sans Condensed

**fiction:**  
"Artists make no money..."

**fact:**  
... Artists and Designers earn competitive salaries with the highest nearing six figures.

**art(Works)**  
CREATE YOUR FUTURE >>

[artworks.org](http://artworks.org)

**fiction:**  
"Art doesn't pay the bills..."

**fact:**  
... Artists and Designers earn livable salaries while doing what they love.

**art(Works)**  
CREATE YOUR FUTURE >>

[artworks.org](http://artworks.org)

**fiction:**  
"Art isn't a stable career..."

**fact:**  
... Artists and Designers achieve stability and longevity in modern and traditional creative careers.

**art(Works)**  
CREATE YOUR FUTURE >>

[artworks.org](http://artworks.org)

# V3 BANNER, INFOGRAPHIC AND WEBSITE HOMEPAGE



**art(Works)**  
CREATE YOUR FUTURE >>

Did you know that 21st century Artists are not starving?

[artworks.org](http://artworks.org)

Artists and Designers are working stable careers and earning competitive salaries.



Did you know 21st Century Artists are not starving?

Source: U.S. Bureau of Labor Statistics at BLS.gov

\$94K+ per year Art Director	\$49K+ per year Fine Artist
\$70K+ per year Multimedia Artist	\$48K+ per year Graphic Designer
\$67K+ per year Fashion Designer	Learn More >

**art(Works)**  
CREATE YOUR FUTURE >>  
artworks.org



**art(Works)** CREATE YOUR FUTURE >>

Did you know that 21st Century Artists are not Starving? Its true, they are working... in stable careers.

**art(Works)**  
CREATE YOUR FUTURE >>

Read up on existing Art + Design Careers >>

- 

Lorem Ipsum  
Lorem Ipsum Dolor Sit Amet  
Lorem Ipsum Dolor Sit Amet  
Lorem Ipsum Dolor Sit Amet
- 

Lorem Ipsum  
Lorem Ipsum Dolor Sit Amet  
Lorem Ipsum Dolor Sit Amet  
Lorem Ipsum Dolor Sit Amet

**Art, Design, and Technology have merged, creating new specialties, artistic media, and employment opportunities**

"Your Life is already artful - waiting, just waiting for you to make it art."  
- Toni Morrison

**Artist Spotlight:**

FirstName LastName - Occupation



Copyright 2020 ArtWorks Organization

# VERSION 4 - SOCIAL MEDIA IMAGES, INFOGRAPHIC, & WEBSITE WIREFRAME

**fiction:**  
"Artists make no money..."

**fact:**  
... Artists and Designers earn competitive salaries with the highest nearing six figures.



**art(Works)**  
CREATE YOUR FUTURE >>

artworks.org

Did you know  
21st Century Artists are not starving?

Source: U.S. Bureau of Labor Statistics at BLS.gov

\$94K+ per year Art Director	\$49K+ per year Fine Artist
\$70K+ per year Multimedia Artist	\$48K+ per year Graphic Designer
\$67K+ per year Fashion Designer	Learn More >

**art(Works)**  
CREATE YOUR FUTURE >>

artworks.org


**fiction:**  
"Art doesn't pay the bills..."

**fact:**  
... Artists and Designers earn livable salaries while doing what they love.



**art(Works)**  
CREATE YOUR FUTURE >>

artworks.org



The wireframe shows a website layout with a teal header and navigation menu. The main content area is divided into several columns, each representing a different page or section of the website. The columns are labeled: 'Home', 'About Us', 'Just the Facts', 'Art + Design Careers', 'Working Artists', and 'Let's Connect'. Each column contains a grid of placeholder boxes for text, images, and links, illustrating the overall structure and flow of the website.

**fiction:**  
"Art isn't a stable career..."

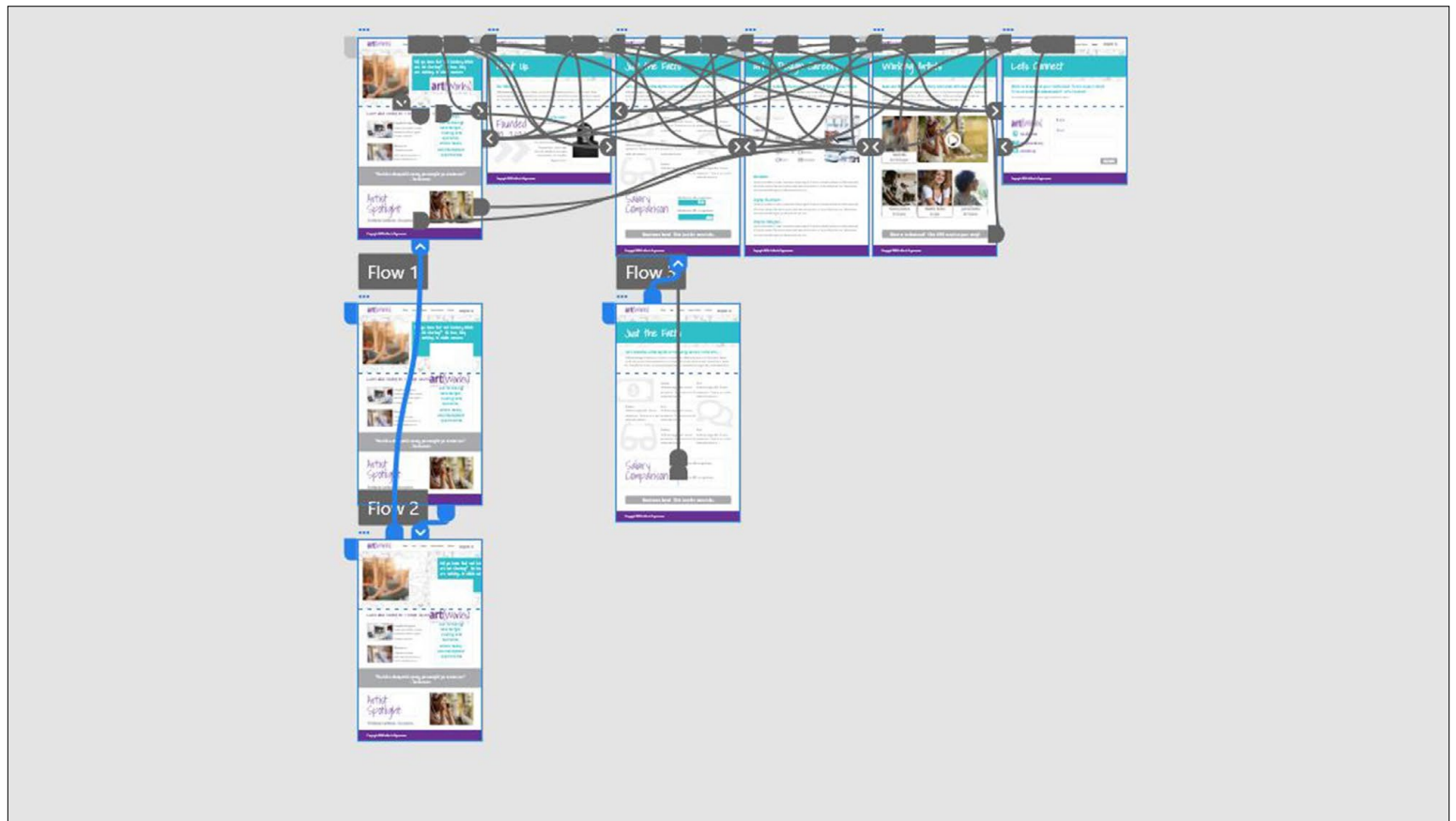
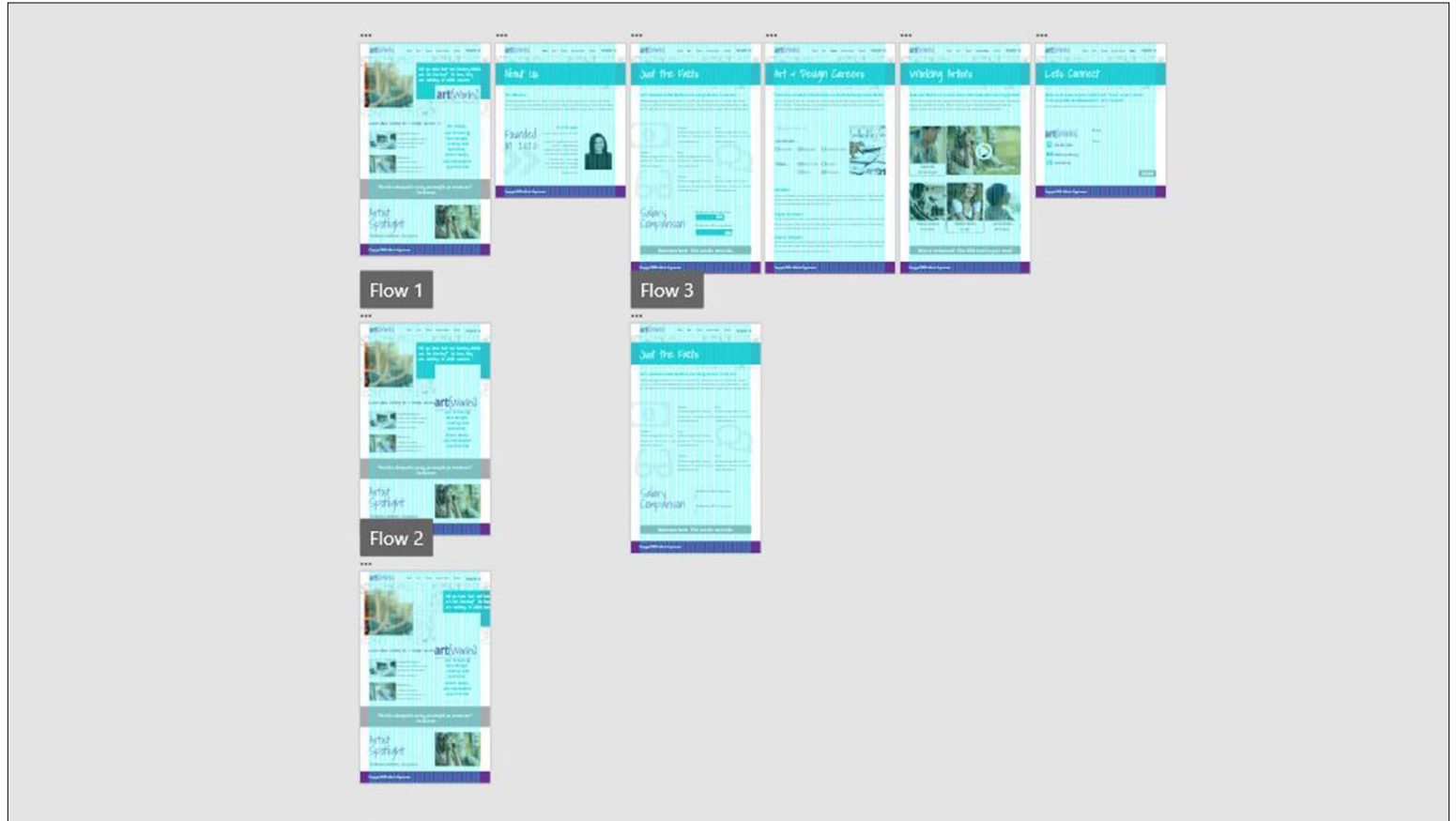
**fact:**  
... Artists and Designers achieve stability and longevity in modern and traditional creative careers.



**art(Works)**  
CREATE YOUR FUTURE >>

artworks.org

# VERSION 5 - FULL WEBSITE & PROTOTYPE



# CHAPTER 4: FINAL SOLUTION

Final Deliverables and Mockups

Logotype

Social Media Images

Infographic

Website

# Concept, Logotype, and Style Sheet Mockup

The final logotype went through a few revisions. It will spearhead the brand identity and when combined with the tagline be used alone on quick images as necessary to assist in spreading the word.





Abstract | Doodle | Modern  
Minimal / White Space / Anaglyph

# art(Works)

CREATE YOUR FUTURE >>

art(Works)  
CREATE YOUR FUTURE >>

art(Works)  
CREATE YOUR FUTURE >>

art(Works)  
CREATE YOUR FUTURE >>



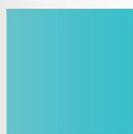
#67308f



#a8aaad



#ffffff



#2ebfca



#231f20

Shadows In The Light  
Open Sans Condensed

# art(Works)

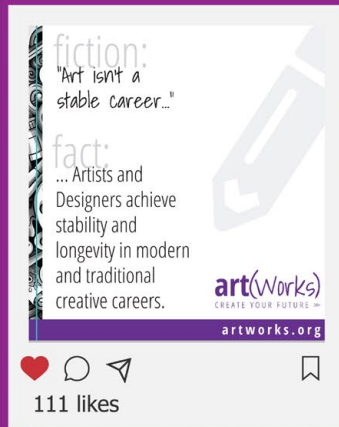
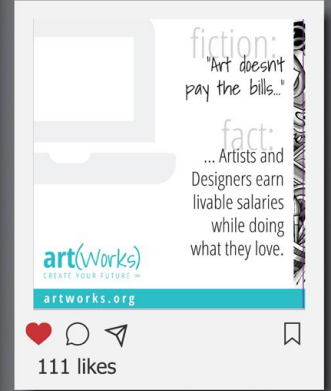
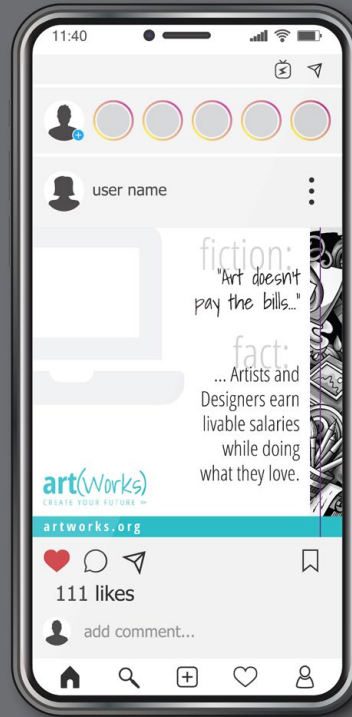
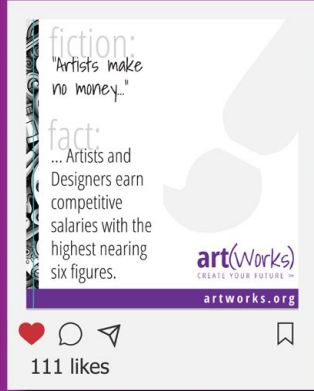
CREATE YOUR FUTURE >>



# Social Media Mockup

Final Deliverables and Mockup of the Social Media Images.

The Social Media Images can be utilized to garner attention on social media and draw the viewer to the website.



# Banner Mockup

Final Deliverables and Mockup of the Banner.

This banner can be used to draw viewers while attending speaking engagements, college fairs and school visits.



**art(Works)**  
CREATE YOUR FUTURE >>

Did you  
know that  
21st century  
Artists are  
not starving?

[artworks.org](http://artworks.org)

Artists and  
Designers  
are working  
stable careers  
and earning  
competitive  
salaries.

# Infographic Mockup

Final Deliverables and Mockup of the Infographic.

This Infographic is a useful tool to post in classrooms. It is also small enough for teachers and professors to print in class, thereby allowing for digital sharing with their colleagues.



Did you know  
21st Century Artists  
are not starving?

Source: U.S. Bureau of Labor Statistics at BLS.gov

**art(Works)**  
CREATE YOUR FUTURE >>  
artworks.org

\$94K+ per year Art Director	\$49K+ per year Fine Artist
\$70K+ per year Multimedia Artist	\$48K+ per year Graphic Designer
Learn More	\$67K+ per year Fashion Designer



# Website Mockup

Final Deliverables and Mockup of the Website.

The website is the hub of information and main information resource for the students, parents and educators. It will also serve as a place for working artists to request features of their success stories. There is also a call for ArtWorks Ambassadors, a.k.a. those who'd like to volunteer to assist in distributing the information in their community.



Did you know that 21st Century Artists are not Starving? It's true, they are working... in stable careers.

art(Works)  
CREATE YOUR FUTURE >>

Learn about existing Art + Design Careers >>

Art, Design,  
and Technology



Did you know that 21st Century Artists are not Starving? It's true, they are working... in stable careers.

art(Works)  
CREATE YOUR FUTURE >>

Learn about existing Art + Design Careers >>



**Graphic Designer**  
Lorem ipsum dolor sit amet, consectetur adipiscing elit. Vivamus nibh velit.



**Illustrator**  
Aliquam mi quam, condimentum eu purus in, luctus bibendum arcu.

Art, Design,  
and Technology  
have merged,  
creating new  
specialties,  
artistic media,  
and employment  
opportunities


"Your Life is already artful - waiting, just waiting for you to make it art."  
- Toni Morrison

Artist  
Spotlight:

FirstName LastName - Occupation



art(Works) About Facts Careers Success Stories Contact



Did you know that 21st Century Artists are not Starving? It's true, they are working in stable careers.

**art(Works)**  
CREATE YOUR FUTURE >>

Learn about existing Art + Design Careers >>

**Graphic Designer**  
Lorem ipsum dolor sit amet, consectetur adipiscing elit. Vivamus nibh velit.

**Illustrator**  
Aliquam mi quam, condimentum eu purus in, luctus bibendum arcu.

**Art, Design, and Technology have merged, creating new specialties, artistic media, and employment opportunities**

"Your Life is already artful - waiting, just waiting for you to make it art."  
- Toni Morrison

**Artist Spotlight:**

FirstName LastName - Occupation



Copyright 2020 ArtWorks Organization


art(Works) About Facts Careers Success Stories Contact

## About Us

**Our Mission:**  
Pellentesque eget bibendum nisi. Donec in urna ultrices, ullamcorper mauris a, finibus sem. Donec iaculis suscipit velit, viverra eleifend risus tincidunt a. Morbi vehicula luctus ante. Vestibulum in neque dui. Phasellus facilisis arcu ut ante scelerisque dapibus. Suspendisse ut sagittis leo, ut consequat lacus.

**Founded in 2020:**

**Our Founder:**  
Miranda Myles Jackson, MA, MFA  
Vivamus fringilla nec sapien eu rhoncus. Pellentesque ac imperdiet metus. Nam tincidunt arcu porttitor imperdiet tempor. Aliquam luctus, mauris eget vehicula bibendum, erat augue tristique metus, eu imperdiet magna est a est.



Copyright 2020 ArtWorks Organization

art(Works) About Facts Careers Success Stories Contact

## Just the Facts

**Let's examine a few myths surrounding careers in the arts.**

Pellentesque eget bibendum nisi. Donec in urna ultrices, ullamcorper mauris a, finibus sem. Donec iaculis suscipit velit, viverra eleifend risus tincidunt a. Morbi vehicula luctus ante. Vestibulum in neque dui. Phasellus facilisis arcu ut ante scelerisque dapibus. Suspendisse ut sagittis leo, ut consequat lacus.

**1**

**fiction:** Nulla non magna felis. Nunc et pharetra nisi. Fusce at nisi ut nibh malesuada pharetra.

**fact:** Nulla non magna felis. Nunc et pharetra nisi. Fusce at nisi ut nibh malesuada pharetra.

**fiction:** Nulla non magna felis. Nunc et pharetra nisi. Fusce at nisi ut nibh malesuada pharetra.

**fact:** Nulla non magna felis. Nunc et pharetra nisi. Fusce at nisi ut nibh malesuada pharetra.

**fiction:** Nulla non magna felis. Nunc et pharetra nisi. Fusce at nisi ut nibh malesuada pharetra.

**fact:** Nulla non magna felis. Nunc et pharetra nisi. Fusce at nisi ut nibh malesuada pharetra.

**Salary Comparison**

Median for all occupations: 30K+

Median for ART occupations: 40K+

Need more facts? Click here for more info.

Copyright 2020 ArtWorks Organization

art(Works) About Facts Careers Success Stories Contact

## Art + Design Careers

**There are a number of specialties in the Art & Design career fields.**  
In ex enim, tempor nec sem a, fermentum pharetra sem. Donec tellus neque, vehicula a aliquet et, efficitur id lorem. Praesent tempor laculis elementum. Duis eu pulvinar nulla. Fusce consectetur, leo ac maximus porttitor, neque dui elementum nisi


Career Search

**Concentration -**

Studio Art  Digital Art  Commercial Art

**Medium -**

Pencil / Pen  Camera  Brush  Computer



**Animator -**  
Lorem ipsum dolor sit amet, consectetur adipiscing elit. Vivamus nibh velit, volutpat ac ullamcorper sed, ultrices non quam. Aliquam mi quam, condimentum eu purus in, luctus bibendum arcu. Sed posuere, nunc quis convallis dignissim, leo tortor dictum risus.

**Digital Illustrator -**  
Lorem ipsum dolor sit amet, consectetur adipiscing elit. Vivamus nibh velit, volutpat ac ullamcorper sed, ultrices non quam. Aliquam mi quam, condimentum eu purus in, luctus bibendum arcu. Sed posuere, nunc quis convallis dignissim, leo tortor dictum risus.

**Graphic Designer -**  
Lorem ipsum dolor sit amet, consectetur adipiscing elit. Vivamus nibh velit, volutpat ac ullamcorper sed, ultrices non quam. Aliquam mi quam, condimentum eu purus in, luctus bibendum arcu. Sed posuere, nunc quis convallis dignissim, leo tortor dictum risus.


Copyright 2020 ArtWorks Organization

art(Works) About Facts Careers Success Stories Contact

## Working Artists

**Read and Watch our Success Story interviews with working Artists!**  
Etiam molestie magna dapibus augue consectetur mattis. In hac habitasse platea dictumst. Pellentesque magna diam, sodales sed nulla at, efficitur maximus lorem. Nullam vel nisi eget ante fermentum pulvinar in sed enim. Sed ut dui pharetra, consequat ante molestie, elementum libero.

**David Mei**  
UX / UI Designer



**Shaun Johnson**  
Art Director

**Maddie Hobbs**  
Sculptor

**Jalicia Brown**  
Art Professor

Want to be featured? Click HERE to tell us your story!

Copyright 2020 ArtWorks Organization

art(Works) About Facts Careers Success Stories Contact

## Lets Connect

**Want us to speak at your institution? To tell us your story? To be an ArtWorks Ambassador? Let's Connect!**  
Etiam molestie magna dapibus augue consectetur mattis.

**art(Works)**

123.456.7890

info@artworks.org

artworks.org

Name

Email

Submit

Copyright 2020 ArtWorks Organization

# CHAPTER 5: CONCLUSION

## CONCLUSION

In conclusion, the absence of art as a subject of importance at the primary and secondary levels contributes to the stigma of the "starving artist," which leads to creatives pursuing other industries for careers. The research shows that artists in both traditional and contemporary art careers can establish careers, making a very livable wage by today's standards. Some of the contemporary art careers, in particular, are earning salaries commensurate with those of STEM careers. STEAM programs and curriculums are slowly being accepted and adapted within the primary and secondary levels. However, for full erasure of this stigma, which plagues the arts industry, STEAM programs will need to be widely accepted on a similar scale to that of STEM programs. To assist in gaining STEAM acceptance this thesis research will also propose a visual solution. The visual will consist of a website that will serve as a resource for students, parents, and educators. It will outline factual information on art careers and the need for STEAM programs.

# BIBLIOGRAPHY

## BIBLIOGRAPHY

"27-1013 Fine Artists, Including Painters, Sculptors, and Illustrators." U.S. Bureau of Labor Statistics, U.S. Bureau of Labor Statistics, 31 Mar. 2020, [www.bls.gov/oes/current/oes271013.htm](http://www.bls.gov/oes/current/oes271013.htm).

AbigailJHess. "The 6 Most Popular College Majors." CNBC, CNBC, 15 Dec. 2017, [www.cnbc.com/2017/12/15/the-6-most-popular-college-majors.html](http://www.cnbc.com/2017/12/15/the-6-most-popular-college-majors.html).

"About the Standards." Common Core State Standards Initiative About the Standards Comments, [www.corestandards.org/about-the-standards/](http://www.corestandards.org/about-the-standards/).

"About Us." STEM/ STEAM Georgia, [www.stemgeorgia.org/about-us/](http://www.stemgeorgia.org/about-us/).

"AIGA Design Census 2019." Design Census 2019, [designcensus.org/](http://designcensus.org/).

Allen, Terina. "A Definition Of Career Success And Why So Few People Ever Experience It." Forbes, Forbes Magazine, 9 Oct. 2020, [www.forbes.com/sites/terinaallen/2020/08/31/a-definition-of-career-success-and-why-so-few-people-ever-experience-it/](http://www.forbes.com/sites/terinaallen/2020/08/31/a-definition-of-career-success-and-why-so-few-people-ever-experience-it/).

"Artist." Merriam-Webster, Merriam-Webster, [www.merriam-webster.com/dictionary/artist](http://www.merriam-webster.com/dictionary/artist).

"Ascend Public Charter Schools." Ascend, [www.ascendlearning.org/](http://www.ascendlearning.org/).

Avila, Lisa, and Mike Bailey. IEEE Computer Graphics and Applications, vol. 36, no. 4, 2016, pp. 6–7., doi:10.1109/MCG.2016.77.

Barkan, Manuel. "The Visual Arts in Secondary-School Education." The School Review, vol. 70, no. 4, 1962, pp. 457–472. JSTOR, [www.jstor.org/stable/1083919](http://www.jstor.org/stable/1083919). Accessed 13 July 2020.

Behance, Inc. "Design Debate: Should You Work In-House or Freelance?" Adobe 99U, 8 Feb. 2019, [99u.adobe.com/articles/60462/design-debate-should-you-work-in-house-or-freelance](http://99u.adobe.com/articles/60462/design-debate-should-you-work-in-house-or-freelance).

"Careers for People Who Are Creative: Career Outlook." U.S. Bureau of Labor Statistics, U.S. Bureau of Labor Statistics, [www.bls.gov/careeroutlook/2018/article/creative-careers-update.htm?view\\_full](http://www.bls.gov/careeroutlook/2018/article/creative-careers-update.htm?view_full).

"Careers in the Visual Arts and Built Environment." Tyler School of Art, [tyler.temple.edu/careers-visual-arts-built-environment](http://tyler.temple.edu/careers-visual-arts-built-environment).

Comunian, Roberta, et al. "Digital Technology and Creative Arts Career Patterns in the UK Creative Economy." Journal of Education and Work: Creative Graduate Pathways within and beyond the Creative Industries, vol. 28, no. 4, 2015, pp. 346–368., doi:10.1080/13639080.2014.997683. Accessed 15 June 2020.

"Craft and Fine Artists: Occupational Outlook Handbook." U.S. Bureau of Labor Statistics, U.S. Bureau of Labor Statistics, 10 Apr. 2020, [www.bls.gov/OOH/arts-and-design/craft-and-fine-artists.htm](http://www.bls.gov/OOH/arts-and-design/craft-and-fine-artists.htm).

"(CREATE) Core Reforms Engaging Arts to Educate." (CREATE) Core Reforms Engaging Arts to Educate - Initiatives & Programs (CA Dept of Education), 2020, [www.cde.ca.gov/eo/in/create.asp](http://www.cde.ca.gov/eo/in/create.asp).

The Creative Group: A Robert Half Company. Salary Guide 2020 Creative and Marketing, The Creative Group, 2020.

Dell'Erba, Mary. "Policy Considerations for STEAM Education." Education Commission for the States, Mar. 2019, [www.ecs.org/](http://www.ecs.org/).



## BIBLIOGRAPHY (CONT.)

"Designer." Merriam-Webster, Merriam-Webster, [www.merriam-webster.com/dictionary/designer](http://www.merriam-webster.com/dictionary/designer).

"The Economic Value of College Majors." CEW Georgetown, [cew.georgetown.edu/cew-reports/valueofcollegemajors/](http://cew.georgetown.edu/cew-reports/valueofcollegemajors/).

"Educate to Innovate." National Archives and Records Administration, National Archives and Records Administration, [obamawhitehouse.archives.gov/issues/education/k-12/educate-innovate](http://obamawhitehouse.archives.gov/issues/education/k-12/educate-innovate).

Gilmore, Kristine. How Do We Prepare Students for Careers That Don't Yet Exist? Build a STEAM Culture for All., [www.dce.k12.wi.us/site/default.aspx?PageType=3&DomainID=441&ModuleInstanceId=1353&ViewID=6446EE88-D30C-497E-9316-3F8874B3E108&RenderLoc=0&FlexDataID=6574&PageID=949](http://www.dce.k12.wi.us/site/default.aspx?PageType=3&DomainID=441&ModuleInstanceId=1353&ViewID=6446EE88-D30C-497E-9316-3F8874B3E108&RenderLoc=0&FlexDataID=6574&PageID=949).

"Global Design Survey 2019." Dribbble, 2020, [dribbble.com/global-design-survey-2019](http://dribbble.com/global-design-survey-2019).

Grant, Daniel. "How Do You Define 'Artist'?" HuffPost, HuffPost, 25 May 2011, [www.huffpost.com/entry/how-do-you-define-artist\\_b\\_582329](http://www.huffpost.com/entry/how-do-you-define-artist_b_582329).

Graphic Artists Guild Handbook: Pricing & Ethical Guidelines. Graphic Artists Guild, 2013.

Hambek, Jill. "Arts Programs in Schools Often in Danger of Being Cut." The Washington Times, The Washington Times, 14 Mar. 2016, [www.washingtontimes.com/news/2016/mar/14/arts-programs-in-schools-often-in-danger-of-being-/](http://www.washingtontimes.com/news/2016/mar/14/arts-programs-in-schools-often-in-danger-of-being-/).

"In-House, Agency, or Freelance-What's Right for Me?" AIGA, [www.aiga.org/inhouse-agency-freelance-design-career-students](http://www.aiga.org/inhouse-agency-freelance-design-career-students).

Kisida, Brian, and Daniel H. Bowen. "New Evidence of the Benefits of Arts Education." Brookings, Brookings, 12 Feb. 2019, [www.brookings.edu/blog/brown-center-chalkboard/2019/02/12/new-evidence-of-the-benefits-of-arts-education/](http://www.brookings.edu/blog/brown-center-chalkboard/2019/02/12/new-evidence-of-the-benefits-of-arts-education/).

Lingo, Elizabeth L., and Steven J. Tepper. "Looking Back, Looking Forward: Arts-Based Careers and Creative Work." *Work and Occupations*, vol. 40, no. 4, 2013, pp. 337–363., doi:10.1177/0730888413505229. Accessed 15 June 2020.

"Local Arts Agency Salaries 2018." Americans for the Arts, 15 May 2019, [www.americansforthearts.org/by-program/networks-and-councils/local-arts-network/facts-and-figures/local-arts-agency-salaries-2018](http://www.americansforthearts.org/by-program/networks-and-councils/local-arts-network/facts-and-figures/local-arts-agency-salaries-2018).

Masuji, Hamada, and Magdalena Kolodziej. "Conclusion to Introduction to Commercial Art (1930)." *Review of Japanese Culture and Society*, vol. 28, 2016, p. 74. Gale Academic OneFile, [link-gale-com.ezproxy.liberty.edu/apps/doc/A504177877/AONE?u=vic\\_liberty&sid=AONE&xid=492e7079](http://link-gale-com.ezproxy.liberty.edu/apps/doc/A504177877/AONE?u=vic_liberty&sid=AONE&xid=492e7079). Accessed 14 June 2020.

McDonald, Jen. "FUNDING FOR SCHOOLS' ART PROGRAMS ENDING?" Kettle Moraine School District / Homepage, May 2016, [www.kmsd.edu/site/default.aspx?PageType=3](http://www.kmsd.edu/site/default.aspx?PageType=3).

Metla, Valeriya. "School Art Programs: Should They Be Saved?" Law Street Media, 25 July 2016, [legacy.lawstreetmedia.com/issues/education/cutting-art-programs-schools-solution-part-problem/](http://legacy.lawstreetmedia.com/issues/education/cutting-art-programs-schools-solution-part-problem/).

Milgrom-Elcott, Talia. "When STEM Becomes STEAM, We Can Change The Game." *Forbes*, Forbes Magazine, 7 Nov. 2019, [www.forbes.com/sites/taliamilgromelcott/2019/11/07/when-stem-becomes-steam-we-can-change-the-game/](http://www.forbes.com/sites/taliamilgromelcott/2019/11/07/when-stem-becomes-steam-we-can-change-the-game/).

## BIBLIOGRAPHY (CONT.)

Quigley, Cassie F., and Dani Herro. "'Finding the Joy in the Unknown': Implementation of STEAM Teaching Practices in Middle School Science and Math Classrooms." *Journal of Science Education and Technology*, vol. 25, no. 3, 2016, pp. 410–426., [www.jstor.org/stable/43867761](http://www.jstor.org/stable/43867761). Accessed 13 July 2020.

Secretary, Office of Under. "NCLB Desktop Reference-- Pg 51." Home, US Department of Education (ED), 14 Sept. 2007, [www2.ed.gov/admins/lead/account/nclbreference/page\\_pg51.html](http://www2.ed.gov/admins/lead/account/nclbreference/page_pg51.html).

"The NCES Fast Facts Tool Provides Quick Answers to Many Education Questions (National Center for Education Statistics)." National Center for Education Statistics (NCES) Home Page, a Part of the U.S. Department of Education, [nces.ed.gov/fastfacts/display.asp?id=37](http://nces.ed.gov/fastfacts/display.asp?id=37).

"The Seven Ages of an Artist." *The Guardian*, Guardian News and Media, 15 Nov. 2015, [www.theguardian.com/artanddesign/2015/nov/15/seven-ages-of-an-artist-laura-cumming](http://www.theguardian.com/artanddesign/2015/nov/15/seven-ages-of-an-artist-laura-cumming).

"STE(A)M in Our State." South Carolina's Coalition for Mathematics & Science, [www.sccoalition.org/steam-in-our-state.html#:~:text=The%20Future%3A%20South%20Carolina%20Has,out%2Dof%2Dschoo%20learning](http://www.sccoalition.org/steam-in-our-state.html#:~:text=The%20Future%3A%20South%20Carolina%20Has,out%2Dof%2Dschoo%20learning).

"Types of Design Practice." AIGA, [www.aiga.org/aiga/content/tools-and-resources/student-resources/types-of-design-practice/](http://www.aiga.org/aiga/content/tools-and-resources/student-resources/types-of-design-practice/).

Vince M. Bertram, Ed.D. "STEM or STEAM? We're Missing the Point." *HuffPost*, *HuffPost*, 7 Dec. 2017, [www.huffpost.com/entry/stem-of-steam-were-missin\\_b\\_5031895?guccounter=1](http://www.huffpost.com/entry/stem-of-steam-were-missin_b_5031895?guccounter=1).

Florida, University of. "STEM vs. STEAM Girl Infographic." Americans for the Arts, 15 May 2019, [www.americansforthearts.org/by-program/reports-and-data/legislation-policy/naappd/stem-vs-steam-girl-infographic](http://www.americansforthearts.org/by-program/reports-and-data/legislation-policy/naappd/stem-vs-steam-girl-infographic).

Wendler, Emily. "Decline in School Arts Programs Follows Funding Drop, but Cuts Aren't Equally Felt | StateImpact Oklahoma." *NPR*, *NPR*, 17 Jan. 2019, 4:44pm, [stateimpact.npr.org/oklahoma/2019/01/17/decline-in-school-arts-programs-follows-funding-drop-but-cuts-arent-equally-felt/](http://stateimpact.npr.org/oklahoma/2019/01/17/decline-in-school-arts-programs-follows-funding-drop-but-cuts-arent-equally-felt/).

"What Is Design?" AIGA, [www.aiga.org/what-is-design](http://www.aiga.org/what-is-design).

Woronkovicz, Joanna, and Douglas S. Noonan. "Who Goes Freelance? The Determinants of Self-Employment for Artists." *Entrepreneurship Theory and Practice*, vol. 43, no. 4, 2017, pp. 651–672., doi:10.1177/1042258717728067.

# APPENDIX

ALL IMAGES USED WERE LICENSED FROM ADOBE STOCK.

Photos Illustrations Vectors Videos Audio Templates 3D Free Premium Editorial 116 Assets Sales: 800-685-3602 Sell Pricing Miranda My Libraries

**St Adobe Stock** All Search My Libraries

Libraries > Thesis - Ad Campaign  
15 items (15 total) Display all

This screenshot shows a collection of 15 stock photos from the 'Thesis - Ad Campaign' library. The images depict diverse individuals in various professional and creative environments. Some are working at computers, others are engaged in artistic activities like painting or sketching, and some are in collaborative settings. Each photo includes a small 'Licensed' badge in the bottom right corner.

Photos Illustrations Vectors Videos Audio Templates 3D Free Premium Editorial 116 Assets Sales: 800-685-3602 Sell Pricing Miranda My Libraries

**St Adobe Stock** All Search My Libraries

Libraries > Thesis - Ad Campaign2  
11 items (11 total) Display all

This screenshot displays 11 stock illustrations from the 'Thesis - Ad Campaign2' library. The illustrations are highly stylized and include abstract patterns, geometric shapes, and colorful characters. Notable elements include a complex pattern of gears and tools, a low-poly geometric background, a vibrant, multi-colored character with large eyes, a pink diamond, three strawberries, and a blue abstract background with white lines. Each illustration features a 'Licensed' badge.

Photos Illustrations Vectors Videos Audio Templates 3D Free Premium Editorial 110 Assets Sales: 800-685-3602 Sell Pricing Miranda My Libraries

**St Adobe Stock** All Search My Libraries

Libraries > MMJ - Thesis Appendix Images  
8 items (8 total) Display all

This screenshot shows 8 stock images from the 'MMJ - Thesis Appendix Images' library. The images focus on digital technology and office settings. It includes a laptop with a blank screen, a smartphone displaying a social media interface, a hand holding a smartphone, a laptop with a 'WEB TEMPLATE' design, a modern meeting room with white tables and chairs, and a whiteboard on a stand. Each image is marked with a 'Licensed' badge.

