



MARKETING THE ARTS

Instructor

JAMES VAN LEISHOUT

Materials

Video modules, Handouts, Transcripts, MP3 Files, PDF of Powerpoint Slides, Completion Certificate

Course length

8 modules
2 hours, 1 minutes of video
4 credit hours

Course Description

This course covers the four stages of creating and implementing a marketing plan. It starts with the question, what are you selling?, and goes all the way through to evaluation. The course covers both traditional and new media, with examples and opportunities to apply the learning to each teacher's own situation.

About the Instructor

James Van Leishout has been a professional director and producer for four decades, including 14 years as the Artistic Director of the Washington Shakespeare Festival. James has taught at South Puget Sound Community College, University of Illinois: Edwardsville, Brigham Young University, and as a Master Teacher at the Vancouver Film School (Canada). James has given workshops at numerous national theatre conventions and state Thespian conferences. He has adjudicated for Kennedy Center American College Theatre Festival, International Thespian Festival and several state Thespian festivals. He owns Voices Unlimited, a marketing consulting firm to non-profit groups, specializing in marketing strategies and training.

Course Curriculum

Lesson 1: Introduction 7:18

This lesson introduces the course and reviews the four stages in creating and implementing a marketing plan.

Lesson 2: Just the Facts 17:52

This lesson examines the question - what is your product, and who is your audience.

Lesson 3: Just the Facts Part 2 13:47

This lesson examines the hook - that element that entices your audience to buy your product, as well as determining the markers of success.

Lesson 4: Traditional Media 19:21

This lesson looks at how traditional media works, and how it applies to marketing the arts.

Lesson 5: New Media 22:00

This lesson looks at the new media available on the internet - from search engine optimization to social media.

Lesson 6: The Marketing Plan 23:55

This lesson puts it all together: match the medium to the audience, KISS principle, media release and PSAs, as well as a marketing timeline and calendar.

Lesson 7: The Follow Up 11:53

This lesson covers the importance of the follow up, as well as how persistence and consistency helps convey passion for the event.

Lesson 8: The Value of Evaluation 5:17

This lesson covers assessment and review of an executed marketing plan, including evaluating the process and planning for the future.

Standards Connections

National Core Arts Standards

Select, analyze, and interpret artistic work for presentation - Grade HS Accomplished

TH:Pr4.1.HSII.b - Identify essential text information, research from various sources, and the director's concept that influence character choices in a drama/theatre work.

Organize and develop artistic ideas and work - Grade 7

TH:Cr2.1.7.b - Demonstrate mutual respect for self and others and their roles in preparing or devising drama/theatre work.

Organize and develop artistic ideas and work - Grade 8

TH:Cr2.1.8.b - Share leadership and responsibilities to develop collaborative goals when preparing or devising drama/theatre work.

Organize and develop artistic ideas and work - Grade HS Proficient

TH:Cr2.1.HSI.a - Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in a drama/theatre work.

Apply criteria to evaluate artistic work - Grade 6

TH:Re9.1.6.c - Identify a specific audience or purpose for a drama/theatre work.

Apply criteria to evaluate artistic work - Grade 7

TH:Re9.1.7.c - Identify how the intended purpose of a drama/theatre work appeals to a specific audience.

Apply criteria to evaluate artistic work - Grade 8

TH:Re9.1.8.c - Assess the impact of a drama/theatre work on a specific audience.

Apply criteria to evaluate artistic work - Grade HS Proficient

TH:Re9.1.HSI.c - Formulate a deeper understanding and appreciation of a drama/ theatre work by considering its specific purpose or intended audience.

Common Core

Speaking and Listening

CCSS.ELA-LITERACY.CCRA.SL.1 - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.CCRA.SL.2 - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-LITERACY.CCRA.SL.3 - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

CCSS.ELA-LITERACY.CCRA.SL.4 - Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Language

CCSS.ELA-LITERACY.CCRA.L.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.CCRA.L.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.CCRA.L.3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and

to comprehend more fully when reading or listening.

Language

CCSS.ELA-LITERACY.L.9-10.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.9-10.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Writing

CCSS.ELA-LITERACY.W.9-10.1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.W.9-10.2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

California VAPA Standards (2019)

Acc.TH:Pr4 Select, analyze, and interpret artistic work for presentation.

Acc.TH:Pr4.b - Identify essential text information, research from various sources, and the director's concept that influence character choices in a drama/theatre work.

7.TH:Cr2 Organize and develop artistic ideas and work.

7.TH:Cr2.b - Demonstrate mutual respect for self and others and their roles in preparing or devising drama/theatre work.

8.TH:Cr2 Organize and develop artistic ideas and work.

8.TH:Cr2.b - Share leadership and responsibilities to develop collaborative goals when preparing or devising drama/theatre work.

Prof.TH:Cr2 Organize and develop artistic ideas and work.

Prof.TH:Cr2.a - Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in drama/theatre works from western or non-western theatre traditions.

6.TH:Re9 Apply criteria to evaluate artistic work.

6.TH.Re9.b - Identify a specific audience or purpose for a drama/theatre work.

7.TH:Re9 Apply criteria to evaluate artistic work.

7.TH.Re9.b - Identify how the intended purpose of a drama/theatre work appeals to a specific audience.

8.TH:Re9 Apply criteria to evaluate artistic work.

8.TH.Re9.b - Assess the impact of a drama/theatre work on a specific audience.

Prof.TH:Re9 Apply criteria to evaluate artistic work.

Prof.TH.Re9.b - Formulate a deeper understanding and appreciation of a drama/ theatre work by considering its specific purpose or intended audience.

Florida Sunshine State Standards

Critical Thinking & Reflection

TH.912.C.2.8 - Improve a performance or project using various self-assessment tools, coaching, feedback, and/or constructive criticism.

Innovation, Technology & the Future

TH.912.F.2.2 - Assess the skills needed for theatre-related jobs in the community to support career selection.

TH.912.F.3.7 - Use social networking or other communication technology appropriately to advertise for a production or school event.

Organizational Structure

TH.912.O.3.3 - Analyze and demonstrate how to use various media to impact theatrical productions.

Georgia Performance Standards - Theatre Arts

Grade 6 - Connecting

TA6.CN.1 - Explore how theatre connects to life experience, careers, and other content., a. Identify similarities between theatre and other art forms., b. Draw conclusions about the relationships between theatre and life., c. Define tasks associated with a theatre production (e.g. director, stage manager, designer, technician, playwright, actor).

Grade 7 - Responding

TA7.RE.1 - Engage actively and appropriately as an audience member., a. Assess the role and responsibility of the audience as an integral part of theatre performances., b. Summarize the relationship between the audience and performers., c. Predict how audience relationships will differ with venue and performance type., d. Demonstrate appropriate audience behaviors.

Grade 8 - Responding

TA8.RE.1 - Engage actively and appropriately as an audience member., a. Evaluate the role and responsibility of the audience as an integral part of media productions., b. Articulate why the relationships between the audience and performers is critical to the success of theatre productions., c. Examine the differing audience relationships (e.g. various venues, performance styles), d. Demonstrate appropriate audience behaviors.

Grade 8 - Connecting

TA8.CN.1 - Explore how theatre connects to life experience, careers, and other content., a. Investigate and prove common themes and structure among theatre and other disciplines., b. Defend how theatre reflects life., c. Incorporate multi-disciplinary aspects into theatre performance., d. Identify and analyze professions associated with different forms of production (e.g. director, stage manager, designer, technician, playwright, actor).

Grades 9-12 - ACTING LEVELS I-IV - Connecting

TAHSA.CN.1 - Explore how theatre connects to life experience, careers, and other content., a. Examine multiple facets of the business of theatre., b. Examine the methods of pursuing various acting careers, including demonstrating audition etiquette and techniques.

Grades 9-12 - ADVANCED DRAMA LEVELS I-IV -Connecting

TAHSAD.CN.1 - Explore how theatre connects to life experience, careers, and other content., a. Explore the relationship between theatre and other non-arts disciplines to synthesize concepts and skills from other disciplines to create theatre., b. Explore careers through participation in various production roles and activities found in commercial, professional, amateur, and/or educational theatre.

Grades 9-12 - FUNDAMENTALS OF THEATRE LEVELS I-IV - Responding

TAHSFT.RE.1 - Engage actively and appropriately as an audience member., a. Articulate why the relationship between the audience and performers is critical to the success of the

production and demonstrate appropriate audience behavior., b. State and support aesthetic judgments through experience in diverse styles and genres of theatre.

Grades 9-12 - FUNDAMENTALS OF THEATRE LEVELS I-IV - Connecting

TAHSFT.CN.1 - Explore how theatre connects to life experiences, careers, and other content., a. Examine how theatre reflects real life., b. Analyze how theatre employs aspects of other art forms and disciplines to effectively communicate with a live audience., c. Demonstrate awareness of the discipline, knowledge, skills, and education required for careers in theatre., d. Explore various careers in the theatre arts (e.g. performance, design, production, administrative, education, promotion).

Grades 9-12 - MUSICAL THEATRE LEVELS I-IV - Connecting

TAHSMT.CN.1 - Explore how theatre connects to life experience, careers, and other content., a. Explore the business of musical theatre., b. Explore careers through participation in various production roles and activities found in commercial, professional, amateur, and/or educational musical theatre.

Grades 9-12 - THEATRE MANAGEMENT - Creating

TAHSTM.CR.1 - Organize, design, and refine elements of theatre management (e.g. marketing/media, budgeting, ticketing/sales, house management), a. Utilize theatre content knowledge (e.g. script analysis) to contribute to the planning process for the areas of theatre management., b. Implement research based elements in a theatre management plan in order to develop a specific audience base.

TAHSTM.CR.2 - Develop marketing plans based on theatre techniques., a. Identify and apply the individual responsibilities and tasks of a theatre management team that collaborate on the planning and execution of formal and informal marketing activities.

Grades 9-12 - THEATRE MANAGEMENT - Responding

TAHSTM.RE.1 - Engage actively and appropriately with an audience., a. Examine existing audience interests and sales trends in order to create a mechanism for audience feedback and a continuous improvement plan., b. Critique various aspects of theatre management using appropriate supporting evidence., c. Evaluate the success of marketing efforts for individual events and/or a theatre season as a whole., d. Record and analyze theatre management trends in a local market.

Grades 9-12 - THEATRE MANAGEMENT - Connecting

TAHSTM.CN.1 - Explore how theatre management connects to life experience, careers, and other content., a. Analyze various existing theatre management elements (e.g. press releases, lobby displays, ticketing, sales strategies, budgets) in professional, non-professional, and academic theatre to consider the rationale for choices directed at reaching specific target markets.

North Carolina Essential Standards

Beginning High School Standards - Analysis

B.A.1.1 - Interpret the plot structure and the thematic, technical, and dramaturgical elements within scenes from plays.

Intermediate High School Standards - Analysis

I.A.1.1 - Analyze the plot structure and the thematic, technical, and dramaturgical elements within plays.

Proficient High School Standards - Analysis

P.A.1.2 - Distinguish the evolution of written texts to theatrical performances.

Tennessee Theatre Curriculum Standards

GRADES 6-8

8.0 Context - Students will understand context by analyzing the role of theatre, film, television, and electronic media in the community and in other cultures

GRADES 9-12

8.0 Context - Students will understand context by analyzing the role of theatre, film, television, and electronic media in the past and the present.

Texas Essential Knowledge and Skills for Theatre Arts

MS 117.212 LII - Foundations: Inquiry and Understanding

B.1.F - analyze and evaluate the structure and form of dramatic literature.

MS 117.212 LII - Critical evaluation and response

B.5.D - explore career and vocational opportunities in theatre.

MS 117.213 LIII - Foundations: Inquiry and Understanding

B.1.E - apply knowledge of theatrical vocabulary and terminology.

B.1.F - explore and evaluate the structure and form of dramatic literature.

MS 117.213 LIII - Critical evaluation and response

B.5.D - explore career and vocational opportunities in theatre.

HS 117.315 LI - Foundations: Inquiry and Understanding

C.1.F - demonstrate a working knowledge of the language of theatre such as stage terminology, elements of theatre, or theatrical conventions.

HS 117.315 LI - Creative Expression: production

C.3.D - demonstrate responsibility, artistic discipline, and creative problem solving by concentrating in one or more areas of theatre production such as acting, technical theatre, or theatre management.

HS 117.315 LI - Critical evaluation and response

C.5.F - explore career and avocational opportunities such as theatre education, arts administration, performance, design, management, and playwriting in theatre or media and evaluate the training, skills, self-discipline, and artistic discipline needed to pursue such opportunities.

C.5.H - connect theatre skills and experiences to higher education and careers outside of the theatre.

HS 117.316 LII - Creative Expression: production

C.3.E - develop responsibility, artistic discipline, and creative problem solving by concentrating in one or more areas of theatre production such as acting, technical theatre, or theatre management.

HS 117.316 LII - Critical evaluation and response

C.5.E - examine career and avocational opportunities such

as theatre education, arts administration, performance, design, management, and playwriting in theatre or other media and evaluate the training, skills, self-discipline, and artistic discipline needed to pursue such opportunities.

C.5.G - connect theatre skills and experiences to higher education and careers outside of the theatre.

HS 117.318 LIV - Creative Expression: production

C.3.F - apply expertise in one or more areas of theatre production, demonstrating responsibility, artistic discipline, and creative problem solving.

HS 117.318 LIV - Critical evaluation and response

C.5.E - evaluate selected career and avocational opportunities such as theatre education, arts administration, performance, design, management, playwriting, and dramatic criticism in theatre, film, television, and other media and analyze the training, skills, self-discipline, and artistic discipline needed to pursue such opportunities.

Alberta, Canada

Theatre Studies Drama 30 (Early or Middle or Late drama)

4 - recognize dramatic structure of a play

Technical Theatre/Design 10-20-30 - Management - Business

2 - recognize the importance of and procedures for script ordering and royalty payment

4 - recognize the importance of effective publicity techniques/procedures

5 - demonstrate understanding of appropriate audience development techniques

Junior Goal III Objectives

develop awareness of various conventions of theatre

develop recognition of and respect for excellence in drama and theatre

Junior Orientation

demonstrate a willingness to take calculated and reasonable risks

focus concentration on one task at a time

generate imaginative and creative solutions to problems

listen effectively

meet deadlines and follow through on individual and group commitments

offer and accept constructive criticism, given specific guidelines, with a desire to improve

share ideas confidently with others

support positivity the work of others

work cooperatively and productively with all members of the class in pairs, small groups and large groups

Junior Goal I Objectives

develop a sense of responsibility and commitment

develop self-confidence

develop self-discipline

develop the ability to initiate, organize and present a project within a given set of guidelines

develop the ability to interact effectively and constructively in a group process

develop the willingness to make a decision, act upon it and accept the results

extend the ability to explore meaning through abstract

concepts

strengthen powers of concentration

Senior Goal I Objectives

extend the ability to concentrate

increase self-confidence

increase self-discipline

Senior Goal III Objectives

demonstrate recognition of and respect for excellence in drama and theatre

Orientation Drama 10

concentrate on the task at hand

demonstrate effective use and management of time

demonstrate self-discipline, self-direction and a sense of responsibility

display consideration and respect for self and others

listen to self and others

make effective decisions or choices

offer and accept constructive criticism with a desire to progress

positively support the work of others

share ideas confidently

solve problems imaginatively and creatively

work cooperatively and productively

British Columbia (2018)

GRADE 6 - ARTS - Exploring and creating

Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts

Explore relationships between identity, place, culture, society, and belonging through the arts

GRADE 6 - ARTS - Reasoning and reflecting

Examine relationships between the arts and the wider world

GRADE 6 - ARTS - Communicating and documenting

Interpret and communicate ideas using symbols and elements to express meaning through the arts

GRADE 7 - ARTS - Reasoning and reflecting

Interpret works of art using knowledge and skills from various areas of learning

GRADE 8 - ARTS - Exploring and creating

Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts

GRADE 8 - ARTS - Communicating and documenting

Describe, interpret and respond to works of art

Interpret and communicate ideas using symbols and elements to express meaning through the arts

GRADE 9 - DRAMA - Reasoning and reflecting

Receive, offer, and apply constructive feedback

GRADE 9 - DRAMA - Connecting and expanding

Demonstrate respect for themselves, others, and the audience

GRADE 10 - DRAMA - Reason and reflect

Apply feedback to develop and refine ideas

Describe, analyze, and respond using drama-specific language

GRADE 11 - DRAMA - Reason and reflect

Demonstrate awareness of self, others, and audience

Reflect on dramatic works and make connections with personal experiences

GRADE 11 - DRAMA - Connect and expand

Demonstrate awareness of self, others, and audience

GRADE 12 - DRAMA - Connect and expand

Demonstrate respect for self, others, and audience

Ontario, Canada

Grades 9 & 10 - Foundations - Responsible Practices

C.3.1 - identify and follow safe and ethical practices in drama activities (e.g., exhibit safe use of sound and lighting boards; follow procedures for the environmentally responsible use of materials and energy; prepare an individual or group seminar report on the nature and purpose of one or more of the following: copyright protection, royalties, public domain, intellectual property rights)

C.3.2 - identify and apply the skills and attitudes needed to perform various tasks and responsibilities in producing drama works (e.g., use active listening and cooperative problem-solving skills; practise punctuality; use tact in suggesting changes and improvements; demonstrate willingness to accept criticism and build consensus)

Grades 9 & 10 - Reflecting, Responding and Analyzing - Connections Beyond the Classroom

B.3.1 - identify and describe skills, attitudes, and strategies they used in collaborative drama activities (e.g., brainstorming, active listening, and cooperative problem-solving skills; strategies for sharing responsibility through collaborative team roles)

B.3.3 - identify connections between their learning in drama and possible employment opportunities in the broader educational and arts sectors (e.g., production and/or performance roles in community theatre, television/radio broadcasting, filmmaking)

Grades 9 & 10 - Reflecting, Responding and Analyzing - The Critical Analysis Process

B.1.1 - use the critical analysis process before and during drama projects to identify and assess individual and peer roles and responsibilities in producing drama works (e.g., identify and assess the contribution of leadership and supporting roles, group dynamics, and cooperative problem solving to their process of creating drama works)