



nashvillenext

Arts, Culture, & Creativity

driving forces report

This report addresses key forces and decisions shaping the future of creative, artistic, and cultural activities and facilities in Nashville. The contents of this report were developed by NashvilleNext planning staff working with the Arts, Culture, & Creativity Resource Team (members at right) during 2013.

About Driving Forces

Each NashvilleNext Resource Team began its work by identifying a set of Driving Forces — key decisions or outside factors shaping Nashville's future. Each Team considered trends currently affecting Nashville, as well as how different trends and forces interact to affect the future.

This exercise served three primary purposes:

- » Identify key trends & understand how different trends interact
- » Bring different perspectives into the process and understand how they interact
- » Introduce team members to one another prior to beginning the process of making recommendations.

This report contains no direct policy guidance or recommendations. However, its contents did shape the Goals & Policies developed by this Resource Team in early 2014 (available for review by the public in mid-2014).

It is presented here as a record of the process.

See more

See the Driving Forces identified by other Resources Team

- » <http://www.nashville.gov/Government/NashvilleNext/NashvilleNext-Resource-Teams.aspx>

Once available for review, the draft Goals & Policies for all of the Resource Teams will also be available on that page.

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Parts of the Driving Forces

Each Resource Team's work is presented in three parts that together make up the Driving Forces for their element:

- » **Loops:** A high-level summary of the topics and trends discussed by the Resource Team. The loops are the most straightforward way to understand what's involved in each element.
- » **Forces:** A more detailed listing of the forces considered by each Resource Team.
- » **Influence Diagram:** A complex picture representing how the Forces interact. Forces are linked to one another when changes in one Forces are directly or inversely related to one another.

Loops

THE ARTISTS: EDUCATION AND ECONOMIC DEVELOPMENT

This describes the how Arts Education impacts and is impacted by economic development in Nashville. Creative Development is fostered through the increased consumption of art, arts education, and an increase in funding/resources. Arts Education improves with Mentoring programs, lobbying and the addition of Arts to the STEM (science, technology, engineering, and mathematics) education focus. An increase in State/Federal funding and the provision of Business Development resources (including, but not limited to, internships) also increases Creative Development. Creative Development directly leads to an increase of art that is produced.

THE ARTS DISTRICTS

This illustrates the physical opportunities and constraints facing the ACC community. The loop starts with an increase in metro services into creating/improving Creative and Cultural Districts. This repays the investment with more venues, tourism, and the adaptive re-use of existing structures.

Non-traditional Institutions helps to create/foster Supportive Neighborhoods leading to an overall better quality of life for all Nashvillians. Quality of Life is also increased through the production of Art and Cultural Events. The loop suggests that production can be increased with more facilities/venues being provided for the ACC community and more.

The other correlation in this loop has to do with Affordability. Land cost drives up the cost of living and reduces the availability of Affordable production space. The Loop suggests that this trend can be reversed with Responsive regulations that increase Transportation options (reducing the Cost of Living), providing Affordable production space and encouraging Adaptive Re-use. These three connections tie directly back into creating/improving Creative and Cultural Districts.

CREATIVE CLASS

This describes the creative class and how to build it, attract it and retain it. The Loop shows that the creative class is drawn to Nashville if we have a high Quality of Life, good Arts Education, and maintain affordability. However the creative class does cause an increase in Land cost due to the influx of people and market demand. This causes a decrease in Affordable production space and an increase in overall cost of living. An increase in Transportation options can help offset the Cost of Living and help retain the creative class.

The consumption of ACC can be increased through greater communication, exposure/access, a stronger emphasis on Arts Education and an increase in patrons. This Consumption directly feeds into Metro's tax base and also leads to an increase in tourism.

Lastly Supportive Neighborhoods lead to an increased quality of like which in turn brings in more creative class citizens to Nashville along with an increase in tourism.



Forces

Adaptive re-use

Using older buildings and structures in new ways, often as a tool for historic preservation or to maintain affordability. This often requires adapting or retrofitting the building to the new use.

Arts districts

Dispersed community centers where art and culture is a driving factor. Places of great cultural distinction containing everything from cultural centers, art studios, galleries, community centers, performance venues and more.

Arts Education

Opportunities for the development of creative and artistic skills and talent at all levels of schooling (pre-K to MFA) and beyond (adult art classes, etc.).

Budget constraints (gov't)

The Arts and Cultural Activities are often seen as “wants” compared to “needs” for many government groups and agencies. In many cases, budgeting leads to a reduction or removal of these line items in the budget.

Business Development Resources

Education and other resources that help artists develop their skills to manage their work and organizations as businesses.

Consumption

Experiencing or purchasing art, including writing, visual art, performance art, sculpture, public art, and the like.

Creative and cultural districts

Dispersed community centers with a large number of uses that support creative and cultural activity. Places of great cultural distinction containing everything from cultural centers, art studios, galleries, community centers, performance venues and more.

Creative Development

Resources that help creative individuals and artists develop their artistic and creative skills.

Exposure/access

Exposure and access to art that is produced locally is a crucial link between people producing art and people consuming art.

Non-Traditional Institutions

Places and organizations that host artistic, creative, and cultural activities beyond traditional arts venues such as museums, theaters, and galleries. Non-traditional institutions host much of Nashville’s emerging cultural diversity, but are often difficult to connect to support, either from sources of funding or broader audiences.

Production

Creating art relies on having creative skills, as well as the space to produce, practice, and develop works of art.

Responsive regulations

Regulations and a regulatory environment that flexibly accommodate the development of new cultural activities and artistic methods and live/work districts to support them.



Supportive neighborhoods

Safe, welcoming neighborhoods that support community life improve quality of life for Nashville residents. Community events, public art, and friendly design increase community pride and identification with neighborhoods. Neighborhoods develop their character organically. Public art, art institutions, and artists/creators can contribute to this development.

State / Federal Funding

Support for arts initiatives and programs at the State and Federal has been declining over the past decades.

STEM to STEAM

STEM refers to an approach to education emphasizing science, technology, engineering, and math to prepare students for jobs in the 21st century. STEAM adds arts to education, to increase recognition of the role that creative disciplines play in the workforce.

Marginalized communities

Issues faced by marginalized communities within this diagram:

- Exposure and access (for both artists and potential consumers)
- Affordability and transportation (production space for artists; consumption options for potential consumers)
- Experience, awareness, and sense of relevance among potential consumers
- Arts education: Success in connecting to children in marginalized communities, but difficulty connecting to their families.

Influence Diagram

The influence diagram on the next page shows how the above Forces interact. This is presented as the effects of changes each Force. As one Force changes (increases or decreases), what other Forces also change (either in the same way as the first Force (direct relationship) or opposite to the first Force (inverse relationship)).

-  **Direct relationship** (More X leads to *more* Y)
-  **Inverse relationship** (More X leads to *less* Y)
-  **Metro tax base** (takes contributions *from*)
-  **Metro tax base** (contributes *to*)

