



Fine & Applied Arts



OPRF has robust and award-winning programs in visual arts, family and consumer sciences, speech arts (theatre and broadcasting), and music. These programs serve 2,500 students annually in 58 courses, including 3 orchestras, 5 choirs, and 5 bands. In addition, 1,200 students participate each year in 29 arts-related clubs and activities, from photography and wheel throwing to musicals and hip hop. OPRF data shows that participation in extracurriculars boosts academic success and improves school attendance.

General Themes

Capacity

Despite creative collaboration and space sharing by faculty, our current facilities cannot adequately accommodate contemporary curricula, student enrollments, state-mandated assessment, college and career training, and extracurricular participation.

Efficiency

Students lose instructional time, collaboration is compromised, and program costs increase due to inefficient location and organization of classroom, performance, and storage spaces.

Conditions

Current classroom, kitchen, studio, rehearsal, and performance spaces lack the technology and equipment to prepare students for today's college and career environments. Facilities compromise students' ability to create college and career application materials.

Connection & Community

Arts spaces connect students to the school by providing “safe spaces”—before and after school, and during free and lunch periods—where students create art and community. Current spaces do not meet student demand.

Equity

Non-ADA compliant facilities limit student access to learning, rehearsal, and performance spaces. Access to on-campus resources – software, recording equipment, rehearsal/ creative space, instruments, etc. – has equity implications for students. Students from frequently marginalized groups report feeling welcome in arts spaces.



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Arts Spaces Generally

- OPRF's arts programs are excellent, rigorous, and prepare students for college and career success, but are constrained by outdated facilities ■
- Flexible, accessible classroom spaces and gathering places enable artists to create, perform, rehearse, collaborate, and remain anchored to the school ■ ■
- Flexible, all-hours, "safe spaces" attract students to arts spaces, which should be located to maximize use outside of class time ■ ■
- Spaces for dual credit and career-path programs must be reconsidered/redesigned to adequately prepare students for future careers ■ ■ ■

Music Spaces

- Band and orchestra classrooms are undersized for enrollments and industry standards, and are not OSHA or ADA compliant ■ ■
- Individual student achievement and college application preparation is limited by lack of small practice rooms ■ ■
- Practice rooms are not ADA accessible and lack recording technology needed for state-mandated student assessment ■ ■
- Marching Band, one of the largest OPRF extracurriculars, lacks dedicated rehearsal and storage space ■
- Award winning jazz bands need additional, dedicated space ■
- Learning, rehearsal, and performing spaces are not adjacent, which increases costs, lessens instructional time, and interferes with curricular collaboration ■ ■

Theatre Spaces (Auditorium, Little Theatre, Studio Theatre)

- Three performance spaces support 200+ school and community performances, events, and meetings annually ■ ■
- Lighting systems and lack of projection capability do not meet current theater tech learning needs ■
- Lack of construction space limits facilities use, constrains set design, and wastes money when all sets are destroyed after shows ■ ■ ■



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Visual Arts Spaces

- Photography instruction and collaboration with culinary, fashion, and theater programs are limited by the lack of a portrait studio ■■■
- Graphic design enrollments have increased 300% since 2009, but are constrained by inadequate space and equipment ■■■
- Lack of gallery “pin-up” spaces inhibits student-led and collaborative learning ■■■
- No space available for the portfolio preparation college art programs demand ■■■

Family & Consumer Sciences

- Culinary arts spaces are not fully accessible to students using wheelchairs ■■
- Current commercial kitchen space does not fully prepare students for dual credit program with Triton College ■■■
- Culinary arts facilities do not enable collaboration nor instruction in both commercial and residential kitchen spaces ■■■
- Early childhood development classroom should be adjacent to Huskie Pups daycare ■■

Sound Production

- Facilities cannot meet growing demand for classes, college applications, career training, and extracurricular clubs (Hip Hop Club, Spoken Word) ■■■
- Program is constrained by aging equipment, lack of proximity to related facilities, and limited recording and editing spaces ■■■



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Scope

Listen to faculty to understand concerns, gain a view of the current state of facilities and the impact on student instruction, and identify opportunities for improvement. It was also important for faculty to learn about the role of the Fine & Applied Arts Team in this process—collecting data and facts from a variety of sources, with no preconceived notions of what we would discover.

Research Completed

- Held 4 listening sessions with the faculty of each department (Visual, Theater, Music, Family & Consumer Sciences).
- Toured each of the department's facilities.
- Met separately with FAA division head.
- Each department completed a space allocation spreadsheet covering its facilities, current use, and anticipated future use. The spreadsheets covered 102 spaces—from closets to classrooms to the auditorium—including space allocation, usage, capacity, equipment, and technology. Also reviewed inspection reports for these spaces.
- Collected data on student enrollment, middle school enrollment projections, and extracurricular participation.
- Analysis of data from the faculty and staff survey (360 responses), the student survey (667 responses), and student listening sessions (658 students) is on-going. Several student listening sessions focused on arts students, arts spaces, and affiliated groups such as Hip Hop Club and the musical cast.
- Members attended each peer school visit, participated in student listening sessions, and met with the consulting architects to better understand trends in high school design.
- Has met twice a month to review and synthesize the data. Shared our analysis with faculty to ensure the accuracy of the key points and share integration of data from other sources.