

New Zealanders and the Arts Young Persons Survey: Attitudes, attendance and participation

*Ko Aotearoa me ōna toi: waiaro, wairongo, waiuru –
te aro taiohi*

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1 Background to the research

Creative New Zealand takes a lead on providing research for the arts sector. Since 2005, Creative New Zealand has conducted research to measure New Zealanders engagement with the arts. The research comprises two separate surveys (one of adults aged 15 plus; and one of young people aged 10 to 14). The surveys are repeated every three years.

The research is used in a number of ways. It provides:

- Vital insights for Creative New Zealand, selected agencies and arts organisations about the national levels of cultural engagement
- Stories to advocate for the arts
- Up-to-date data that arts organisations can use to develop marketing, programming and income generation strategies.

This report presents findings on young New Zealanders attitudes towards, attendance at and participation in the arts. All the survey respondents are aged between 10 and 14 years. The adult survey presents the same findings for those aged 15 and over.

The young person's survey was first conducted in 2008, using the Colmar Brunton online panel. The sampling and data collection approach has remained consistent since then, which means we are able to measure changes over time.

2 What we wanted to know

This study focuses on young New Zealanders' attendance at, participation in, and attitudes towards the arts in New Zealand.

The arts is split into five different art forms, and attendance and participation is measured for each:

- Literature
- Pacific arts
- Visual arts and craft
- Ngā Toi Māori (Māori arts)
- Performing arts

Attendance is defined as doing any of the following in the last 12 months:

- Seeing visual artworks at an exhibition, festival, art gallery, museum, library, cinema or online
- Seeing dance, theatre, music or other performances
- Going to any spoken word or poetry readings, Manu Kōrero and Pasifika speech competitions, book readings or book festivals
- Seeing any Pacific or Māori arts, cultural performances, festivals, exhibitions or celebrations.

Participation is defined as being directly involved in the making or presentation of art in the last 12 months.

Young people were also asked a range of attitudinal measures, including:

- how they feel when they do creative things
- their level of creativity
- their level of engagement and support from friends and family
- the barriers to participating as often as they would like.

A number of changes were made to the 2017 questionnaire, such as:

- Removal of question about what young people do outside of school, because the list of activities had become out-dated and there was also a need to keep the survey length appropriate for young people
- Removal of open-ended question about how young people define the arts as young people tend to find questions which require them to type in a response more challenging to answer
- Updated participation questions for Ngā Toi Māori, Pacific arts and literary arts¹
- Updated attendance questions for each art form to record whether this was in person or online
- Additional questions about reading
- Removal of questions about online downloads of music and film
- Removal of broad question on preference for viewing arts events online versus seeing them 'live'
- Removal of question about competitions.

A notable change in 2020 was the addition of a section for the parents and caregivers of our young people to express their views on the arts and creative activities and how this impacts their child. We then used statistical analysis to determine the strength of the relationship between the parent's view and their child's. This has provided us with a unique opportunity to look at the extent to which parents' attitudes shape what their children think and feel.

¹ These changes were designed to capture more detail about participation in specific activities within these art forms. Further detail on what this means in terms of comparability with the existing trends is discussed in the main body of the report.

3 How we did the research

3.1 Online survey of New Zealanders aged 10 to 14

The research was conducted online. The sampling and data collection approach was consistent to that used for every young person's survey since its inception in 2008. This means we can track changes in attitudes and behaviour over time.

The primary sample source for the survey was the Colmar Brunton Flybuys online research panel. Dynata, the other leading panel provider in New Zealand, was used where necessary to fill hard to reach quotas. We emailed panel members with children aged 10 to 14 years. Parents were invited to click a survey link which explained the nature of the survey. If they had a child that qualified, the parent answered some demographic questions about the child, as well as some questions about their own attitudes to the arts.

Parents then handed the survey over to their child, with the expectation that the child would complete it themselves, or with the parent's assistance as required. Parents of children that completed the survey received 10 Flybuys, while the child that completed the survey went into a draw to win a top prize of \$500 or one of ten additional prizes of \$50 from Colmar Brunton.

Targeted emails were sent to panellists to remind them of the opportunity for their children to take part.

Interviewing was conducted between 9 October and 29 October 2020. Interview duration was an average of 15 minutes. Please note this includes the introduction, and the demographic and attitudinal questions answered by the parent. This means that the part completed by the child was probably more like 10 to 12 minutes on average. The final response rate achieved was 18%.

In total, 754 respondents completed the survey; a sample of this size has a maximum margin of error of +/-3.6%.

3.2 Sample composition and weighting

The sample was stratified by region. In addition, minimum interviewing targets were put in place for specific ethnic groups; Māori n=195, Pacific peoples n=99, and Asian n=101. Targets were exceeded for both Māori and Asian. As a result, the number of survey interviews conducted with these ethnic groups are considerably higher than in 2017. The table below shows the sample sizes achieved for each of the ethnic groups in 2017 and 2020.

	2017		2020	
	Count	Maximum margin of error	Count	Maximum margin of error
Māori	115	+/-9.1%	269	+/-6.0%
Asian	105	+/-9.6%	213	+/-6.7%
Pacific peoples	39	+/-15.7%	97	+/-10.0%

To account for sample imbalances created by the sampling process, the final sample was post-weighted to match the New Zealand 10 to 14-year-old population as per the 2018 Census by gender, age, ethnicity and region.

3.3 Reporting

This document details the survey findings for young New Zealanders aged 10 to 14. It summarises the 2020 findings overall and makes comparisons with the earlier surveys and between key sub-groups such as age, gender, ethnicity and region.

Any differences noted in the report (either over time, or between sub-groups) are statistically significant, unless stated otherwise. This means we are 95% confident that the difference is genuine, rather than a chance result that can occur from surveying a sample of the population.

Statistically significant differences are also denoted in the charts by the following symbols:

△ ▽ If a triangle is pointing upwards then it is significantly higher, and if it is pointing downwards significantly lower.

4 Key Findings

Overall engagement is stable but attendance has declined

Nearly all young New Zealanders are engaging with the arts, in line with previous studies.

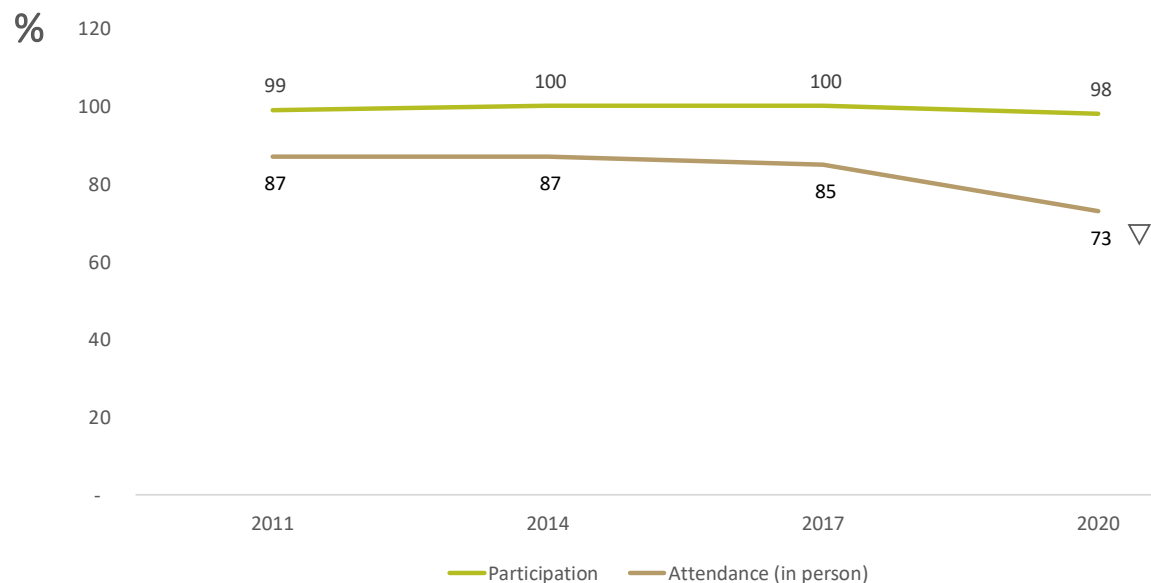
Participation is also almost universal. However, young New Zealanders are less likely to be participating in the arts outside of school, demonstrating the importance of the education system in supporting arts participation at this time.

In addition, overall in person attendance has declined since 2017. This is driven predominantly by lower attendance levels outside of school, and to a lesser extent by lower attendance inside school. It is our belief that COVID-19 related closures and the economic fall-out has impacted the accessibility of the arts to young people outside of school to both participate and attend events.

Although overall participation is high, we do see declines in the proportion of young New Zealanders who are participating in visual and literary arts. The decline in visual arts is reflected in fewer young people painting or drawing, and doing filmmaking, sculpture and printmaking. For literary arts, story and poetry writing have both declined.

The decline in overall attendance is driven by decreases across all art forms, with the exception of Ngā Toi Māori for which attendance has remained stable during COVID-19. Interestingly, attendance at Ngā Toi Māori has also proved resilient in the adult survey.

Q Overall engagement, attendance and participation



Young New Zealanders are feeling more creative

This year we see an increase in the proportion of young New Zealanders who feel they are very or extremely creative. While this reflects a long-term trend, these views of creativity have increased markedly in 2020 (from 59% in 2017 to 69% in 2020).

Boys are driving this overall increase in self-reported creativity, an encouraging result given they historically tend to have less positive views of their own arts ability than girls. The adults survey reflects this increased positive sentiment about the arts and creativity, and as being creative becomes more widely valued we may see further increases in the proportion of boys who feel they can express this.

Young people are increasingly seeing the benefits to their wellbeing

Increasingly young people are seeing the benefits that engaging with the arts can bring to their lives. Nearly three quarters of young people now feel good about life in general when taking part in arts activities and they see the arts as something that can contribute to their wellbeing. Further, young people see creativity as being an outlet for self-expression and being allowed to explore who they are.

“Art gives meaning to our lives and helps us understand our world. It is an essential part of our culture because it allows us to have a deeper understanding of our emotions; it increases our self-awareness, and also allows us to be open to new ideas and experiences. It keeps me happy and once I have done some creative work I feel more confident in myself.”

Boy, 13 years

This increase could be a result of a renewed appreciation of the arts as a result of COVID-19 limiting opportunities for participation. It could also reflect a greater dependency on the arts for wellbeing during what has been a challenging year for many New Zealanders.

Parents help shape the attitudes of their children towards the arts

For the first time we measured the attitudes of both the parent and child towards the arts. Statistical analysis shows that overall, parental attitudes certainly have a bearing on that of the child. The strength of the relationship mostly varies from *moderate* through to *very strong*.

The most strongly influenced attitudes or feelings include whether or not the child sees themselves as creative. In this instance how the parent perceives them is a good predictor's of how the child feels. This would suggest that parental encouragement plays an important role in enabling children to feel creative. There is also a very strong relationship when it comes to whether the arts and creative activities are an important way for the child to connect with their culture.

Finally, it is worth noting that even where the relationship is seen as 'very strong' it does not mean that the parent's attitude predetermines that of the child's. The data indicates there are other factors that will also influence this, and we can speculate that might include their friends, teachers, experiences outside of the home and their own unique personality.

5 Overall engagement with the arts

5.1 Overall engagement with the arts

Engagement with the arts is calculated by measuring the proportion of young people who either attend or participate in various art forms.

Nearly every young New Zealander has engaged with the arts at least once in the last 12 months. This is in line with the previous surveys.

Proportion of all 10 to 14-year olds who have attended <u>OR</u> participated at least once in any art form	
2008	99%
2011	99%
2014	100%
2017	100%
2020	99%

Base: All 10-14's; 2020 (n=754), 2017 (n=751), 2014 (n=753), 2011 (n=758), 2008 (n=1015).

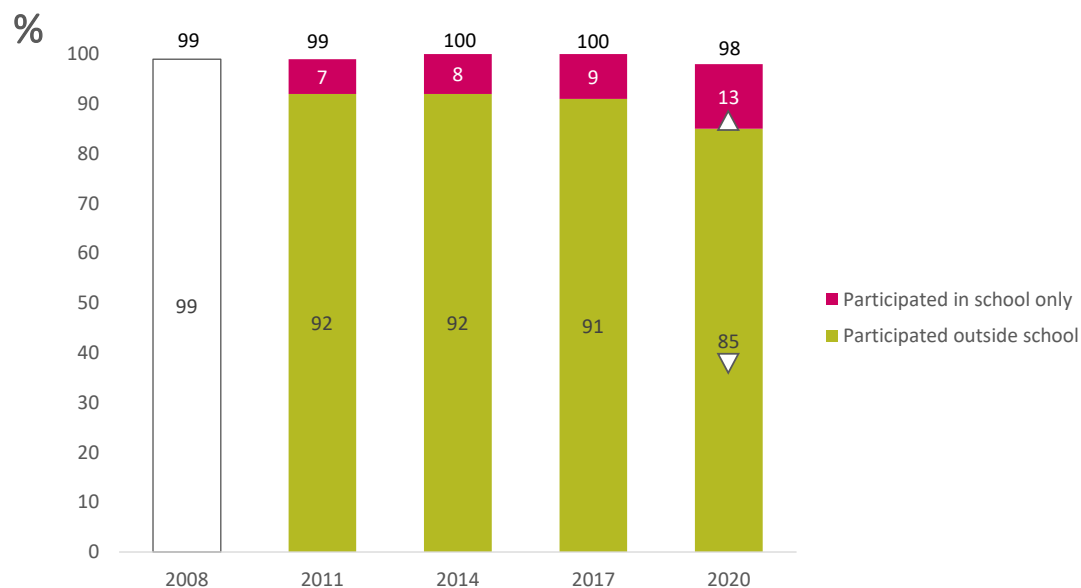
5.2 Overall participation in the arts

Overall participation in the arts is calculated by measuring the proportion of young people who have participated in at least one art form in the last 12 months.

The proportion of young New Zealanders who have participated in the arts at least once in the last 12 months is 98% in 2020. This is a slight decline compared to all young New Zealanders in 2017. It would appear that COVID-19 has limited the opportunity for New Zealanders to participate in the arts in their own time. Those who are participating in school only has increased from 9% in 2017 to 13% in 2020.

Figure 1: Overall participation in the arts

Q Overall participation is based on all those who have participated in the following art forms in the last 12 months: Literary arts, Ngā Toi Māori (Māori arts), Pacific arts, Performing arts and Visual arts and craft



△▽ = significantly higher / lower than 2017

Base: All 10 to 14 year olds 2008 (n=1,015); 2011 (n=758); 2014 (n=753); 2017 (n=751); 2020 (n=754)

Note: Participation is a composite of all the participation responses for each art form, excluding digital art. Due to more specific questioning in 2011, the 2008 participation figures for inside and outside school are not comparable, and are not presented in the above charts.

Base: All 10-14's; 2020 (n=754), 2017 (n=751), 2014 (n=753) 2011 (n=758), 2008 (n=1015).

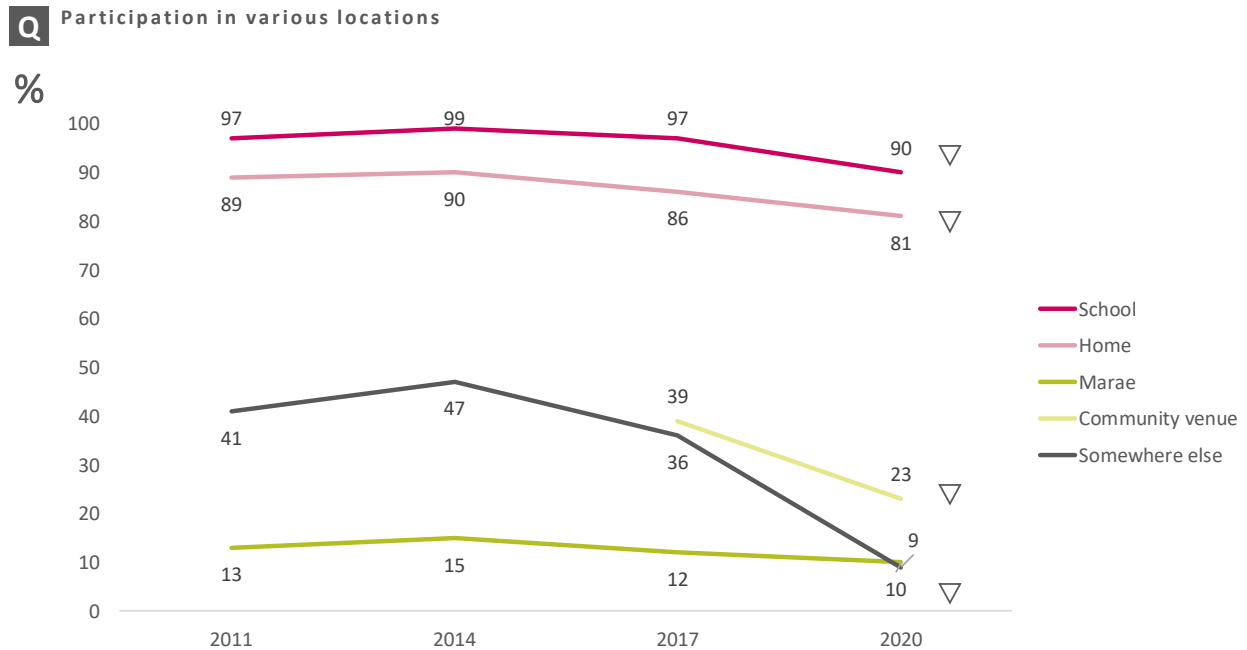
There continue to be differences in participation based on gender and age. Girls are more likely to have participated in the arts outside of school than boys (93%, compared to 78%). Ten to 12-year olds are also more likely to have participated in the arts in their free time compared to 13-14-year olds (88%, compared to 80%).

It is worth noting that the decline in those who have participated in arts outside of school does not appear to be related to financial hardship, with declines across the income spectrum.

With the exception of arts participation on a marae, participation is significantly down across all locations (the locations included in the survey are school, home, marae, community venues and elsewhere). The largest declines in participation in the arts is seen among young New Zealanders who participated at a community venue (23%, compared to 39% in 2017) or somewhere else (9%, compared to 36% in 2017). School is still the main location where young New Zealanders participate in the arts (90%, compared to 97% in 2017) followed by at home in their own time (81%, compared to 86% in 2017).

Twenty percent of young New Zealanders who identify as Māori have participated in the arts on a Marae, compared to 33% in 2017.

Figure 2: Participation in different locations



△▽ = significantly higher / lower than 2017

Base: All 10 to 14 year olds 2011 (n=758); 2014 (n=753); 2017 (n=751); 2020 (n=754)

Note: Participation location is a composite of all the participation location responses for each art form, excluding digital art. Base: All 10-14's; 2020 (n=754), 2017 (n=751), 2014 (n=753), 2011 (n=758).

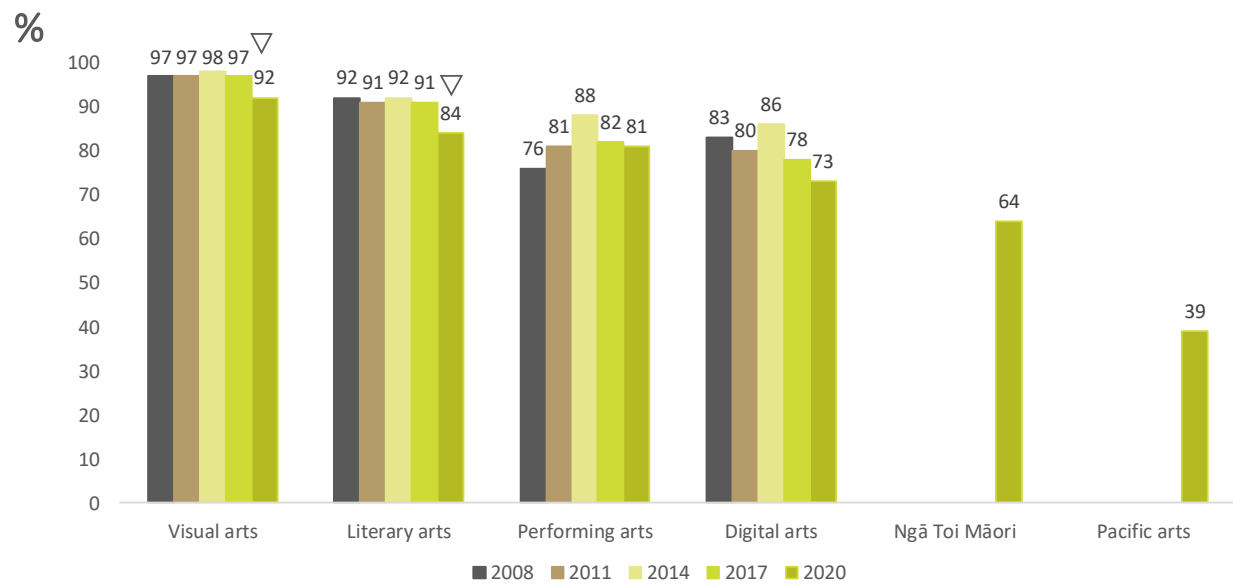
While overall participation remains almost universal, this masks the fact that participation in individual art forms is often lower than 2017, and two of these declines are statistically significant.

The art forms where participation has declined the most are visual arts (92%, compared to 97% in 2017) and literary arts (84%, compared to 91% in 2017). In section 9, we expand upon the individual art forms and delve deeper into what is driving these declines.

Please note that trends in participation are not shown for Ngā Toi Māori or Pacific arts. The questions relating to participation for these two art forms were redesigned to better capture the different activities that comprise these art forms, and so provide greater granularity. Therefore the 2020 data is not comparable with previous years.

Figure 3: Participation by art form

Q Which of these things have you done, at least once, in the last 12 months?



△▽ = significantly higher / lower than 2017

Base: All 10-14's; 2020 (n=754), 2017 (n=751), 2014 (n=753), 2011 (n=758), 2008 (n=1015).

5.3 Overall attendance at the arts

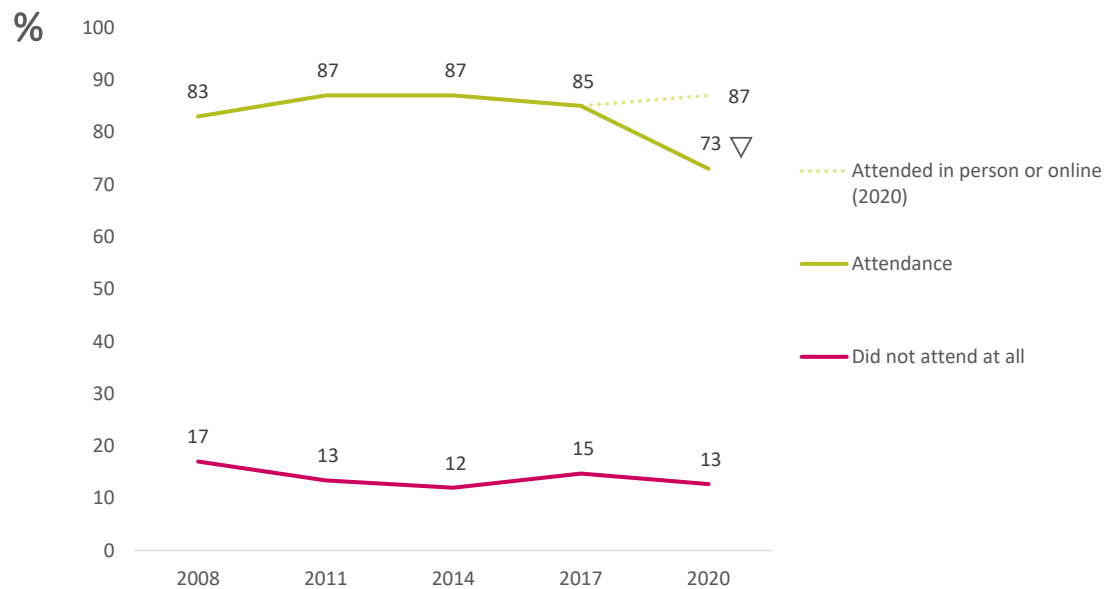
Overall arts attendance is calculated by measuring the proportion of young people who have attended at least one art form in the last 12 months.

In 2020, for the first time, online and in-person attendance were asked separately. It is our belief that when answering the attendance questions in the previous surveys, respondents were mainly thinking of attending events in person. The old questionnaire made no reference to the idea of online events. As such we believe the most meaningful comparison for attendance is to compare the 2020 ‘in person’ attendance with the overall attendance results for previous years.

We can see this has declined from 85% in 2017 to 73% in 2020. This likely reflects the impact of COVID-19 including the lockdowns, the economic fallout, as well as possible health concerns.

Figure 4: Overall attendance at the arts

Q Overall attendance is based on all those who have attended the following art forms in the last 12 months: Literary arts, Ngā Toi Māori (Māori arts), Pacific arts, Performing arts and Visual arts and craft



Note: 2020 is the first time we have split out online and in person attendance.

△▽ = significantly higher / lower than 2017

Note: Attendance is a composite of all the attendance responses for each art form, excluding digital art.

Base: All 10-14's; 2020 (N=754), 2017 (n=751), 2014 (n=753), 2011 (n=758), 2008 (n=1015).

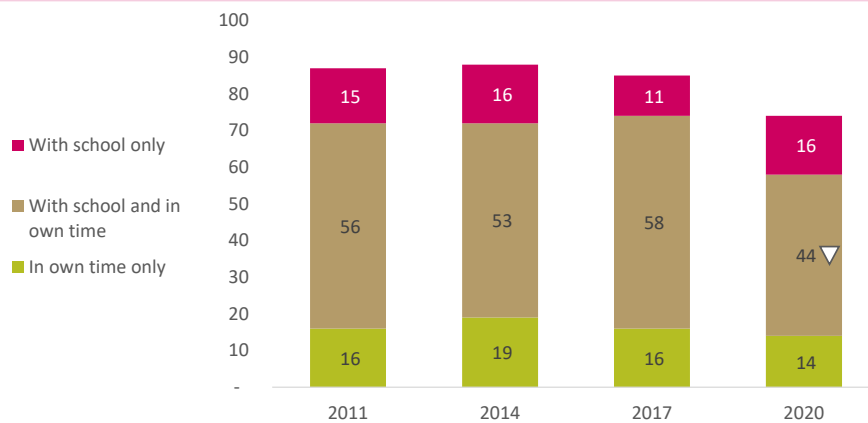
The decline in overall attendance is not driven by any particular demographic group, but is reflected across all ages, genders, ethnicities, incomes and regions.

Compared to 2017, young people are less likely to attend the arts in their own time and through their schools. The decline is more notable for attendance in their own time (from 74% to 58%), but also applies to any attendance through schools (from 69% to 60%).

Figure 5: Attended the arts through school or in own time

Q Overall attendance is based on all those who have attended the following art forms in the last 12 months: Literary arts, Ngā Toi Māori (Māori arts), Pacific arts, Performing arts and Visual arts and craft

Any attendance in own time	72	72	74	58	▽
Any attendance at school	71	69	69	60	▽



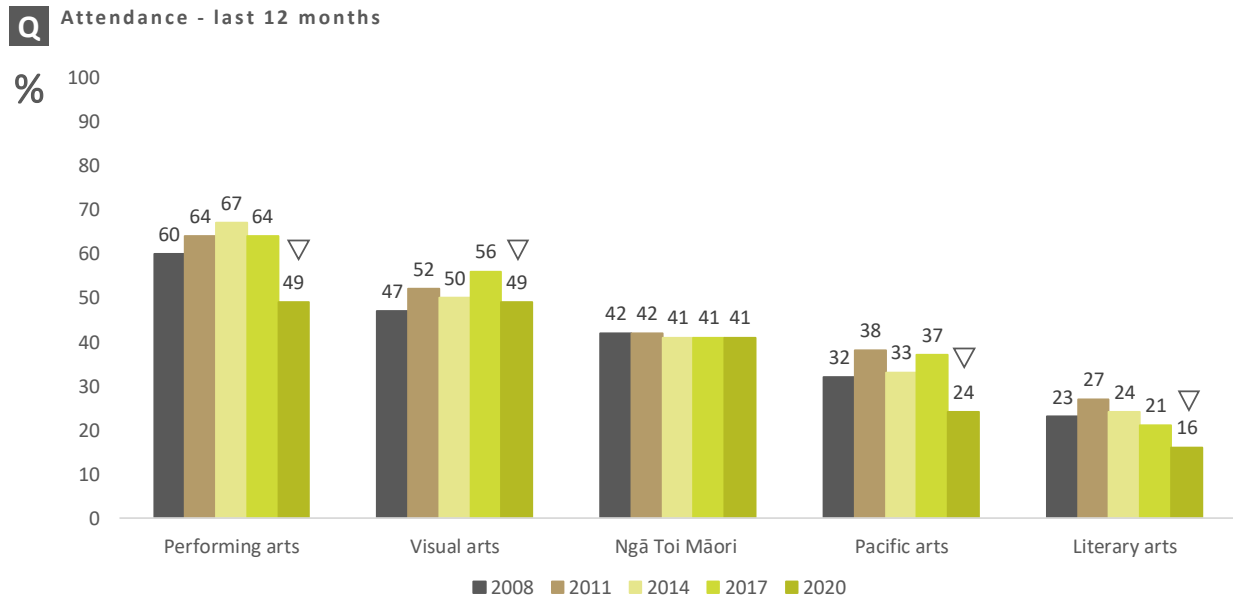
Note: 2020 is the first time we have split out online and in person attendance.

△▽ = significantly higher / lower than 2017

Note: Attendance is a composite of all the attendance responses for each art form, excluding digital art.
 Base: All 10-14's; 2020 (n=754), 2017 (n=751), 2014 (n=753), 2011 (n=758).

Attendance for all art forms has decreased since 2017, with the exception of Ngā Toi Māori which remains stable (41% in both 2020 and 2017). Attendance at performing arts events has decreased the most and is at its lowest level to date (49% compared to 60% plus in the previous surveys).

Figure 6: Attendance by art form



Note: For comparability with previous waves, 2020 data includes only in person participation
 △▽ = significantly higher / lower than 2017

Base: All 10-14's; 2020 (n=754), 2017 (n=751), 2014 (n=753), 2011 (n=758), 2008 (n=1015).

In section 9, we will expand on the individual art forms and delve deeper into what is driving these declines in attendance.

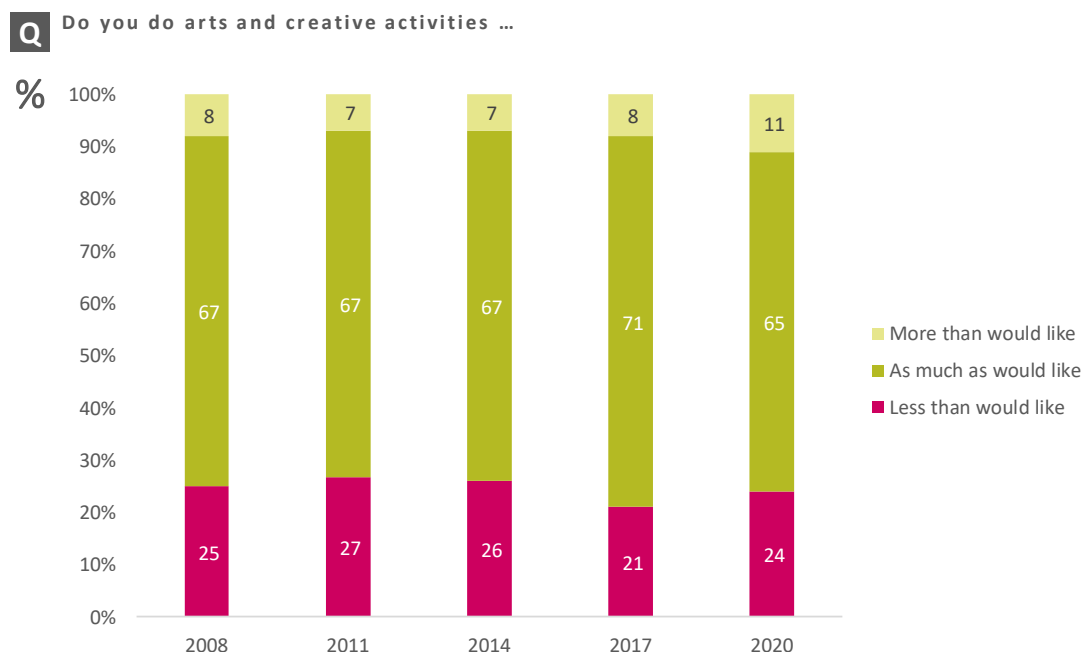
6 Interest in the arts

6.1 Satisfaction with overall level of participation

Two thirds of young New Zealanders (65%) feel satisfied with their current level of participation in the arts. This compares to 71% in 2017, albeit the difference is not statistically significant. This reflects small increases at either end of the scale, with some children participating more often than they would like and others less often.

When young people are asked why they participate in the arts more than they would like, half say it is because they are compelled to do creative things through school (52%), but some also say it is something they have always done (35%) or that they think it will help them in the future (28%). There is also a proportion of young New Zealanders who do more than they would like because their family / whānau do it (21%) or their friends do it (20%), so they feel they have to as well.

Figure 7: Satisfaction with overall level of participation



△▽ = significantly higher / lower than 2017

Base: All 10 to 14 year olds 2008 (n=1,015); 2011 (n=758); 2014 (n=753); 2017 (n=751); 2020 (n=754)

Base: All 10-14's; 2020 (n=754), 2017 (n=751), 2014 (n=753), 2011 (n=758), 2008 (n=1015).

Certain groups of young people are more interested than average (24%) in increasing their participation in the arts:

- Young people living in low income households with an annual income of up to \$50,000 (41%)
- Māori (29%)
- Girls (28%)

In contrast to these groups, young people living in metropolitan areas (16%) or Auckland (20%) are more likely than average (11%) to say they participate in the arts than they would like.

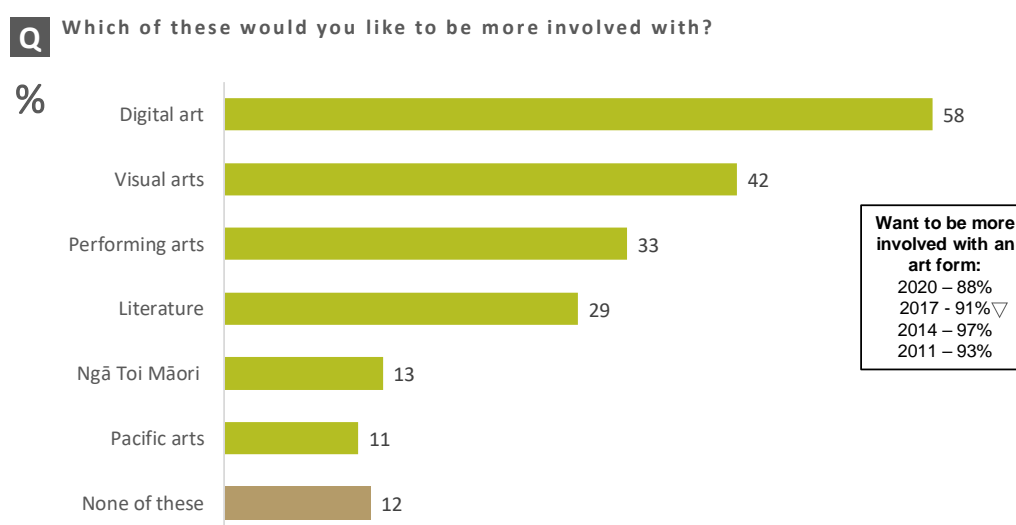
6.2 Desire for greater participation in the arts

Digital art is the main art form that young New Zealanders would like to participate in more (58%). This is followed by visual arts (42%) and performing arts (33%).

Overall, 88% of young New Zealanders would like to participate more in at least one of the six art forms. This compares to 91% in 2017. Although the difference between the two surveys is not statistically significant, it indicates a trend has formed since 2014, and that while the appetite for greater participation in the arts remains high it is waning. As noted in the 2017 survey, boys and older children aged 14 years are driving this decreased desire for greater participation in the arts. Boys are also less likely to feel they get any benefit from doing creative things (see section 7.1 for details).

Trends for individual art forms are not shown below as the format of the question was changed in 2020 to allow respondents to select more than one art form, whereas previously they had to choose just one.

Figure 8: Level of desire for greater participation in each art form



Note: In 2020 this question was changed from a single response format to multiple response. Therefore, the results are not comparable to previous years.

Base: All 10-14's; 2020 (n=754).

Exposure to the arts outside of school continues to be important for inspiring the desire for greater participation in the arts. Young people who have participated in the arts outside of school, and young people who have attended an arts event or location outside of school, are more likely than average to want to increase their participation in at least one of the arts (92% and 94% respectively, compared to 88% on average).

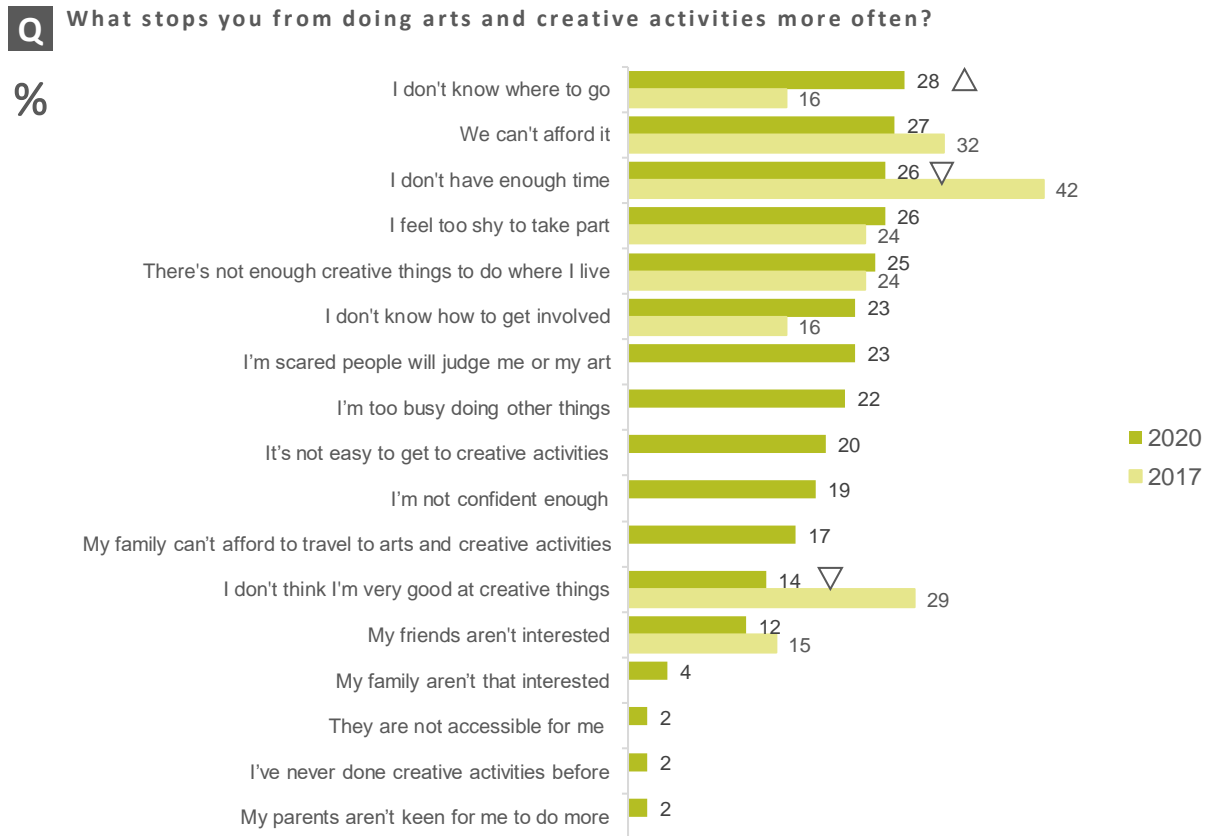
There are some demographic differences in terms of which art forms young people are interested in. Young Māori are more likely than average to want to increase their participation in Ngā Toi Māori (27% compared to 13%). Young Pacific peoples have a stronger desire than average to increase their participation in Pacific arts (35%, compared to 11%) and performing arts (44%, compared to 33%).

Gender differences also cut through. Girls are more likely than boys to want greater participation in at least one art form (94% and 82% respectively). Further, girls are much more likely than average to want greater participation in visual arts (53%, compared to 42%), performing arts (46%, compared to 33%) and literature (37%, compared to 29%).

6.3 Barriers to greater participation (for those who want to participate more)

The most common barrier to greater participation in the arts (for those who would like to participate more) is not knowing where to go (28%, compared to 16% in 2017). The next most common barrier to greater participation is affordability. Although third on the list, the proportion of young New Zealanders who mention time as a barrier has decreased (26%, compared to 42% in 2017). While it is possible COVID-19 has freed up more time to do things, it is likely closures and cancellations as a result of COVID-19 means access to arts and creative activities is more limited than it used to be.

Figure 9: Barriers to engaging with the arts more often



△▽ = significantly higher / lower than 2017

Base: All 10-14's who would like to take part in arts activities more often; 2020 (n=176), 2017 (n=166)

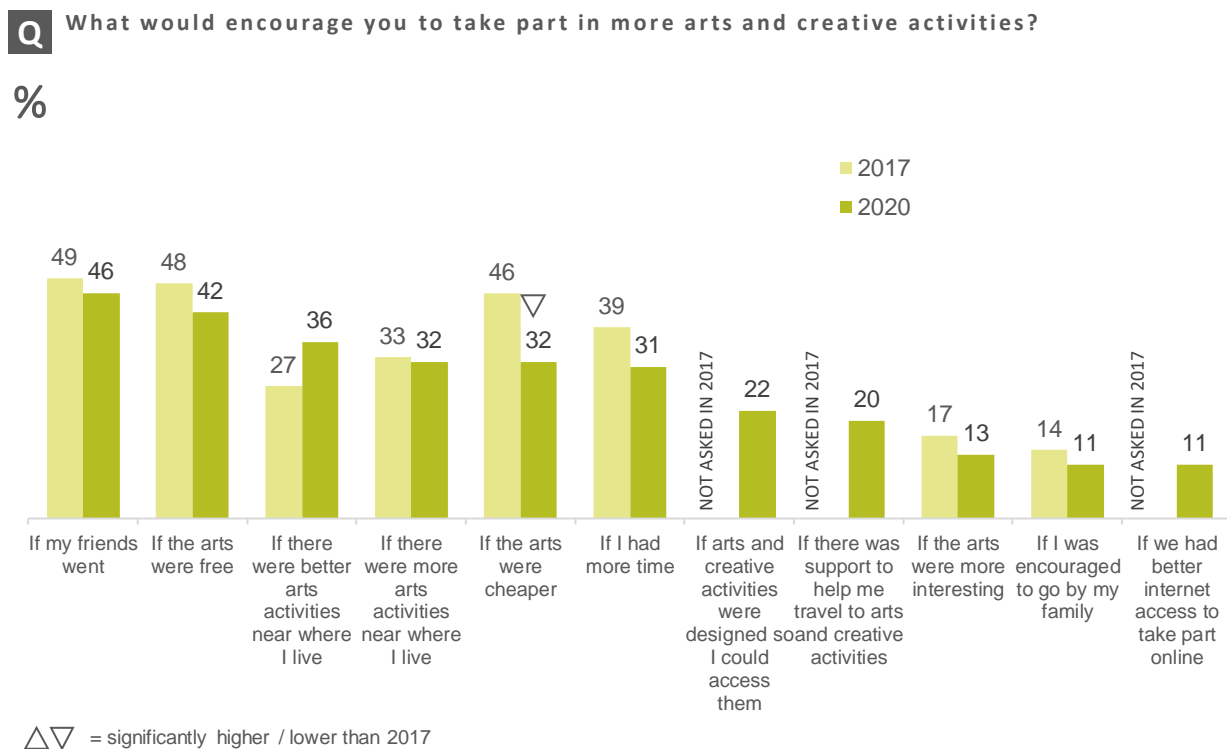
While these barriers were largely consistent across different demographic groups, girls are more likely than boys to experience a lack of confidence and fear people will judge them for their art (29% of girls, compared to 13% of boys).

6.4 What would encourage greater participation

There are a number of possible facilitators for those young people who would like to increase their participation in the arts and creative activities. The main one is if their friends went along with them (46%), followed by if the arts were free (42%) and if there were better activities near to where they live (36%).

There remains evidence that more can be done to improve accessibility of the arts. Over half of those who would like to participate more in the arts think they would do so more often if the arts were cheaper / free or they had support to help them travel to arts and creative activities (55% name at least one of these three facilitators). Further, half of young New Zealanders would increase their participation if they had more or better activities near to where they live (48%).

Figure 10: Facilitators to encourage greater participation in the arts



Base: 10-14's who would like to take part in arts activities more often; 2020 (n=176), 2017 (n=166).

Young people who identify as Māori are more likely than average to say they would take part in arts activities more often if they had better internet access to take part online (17%, compared to 11%).

7 Attitudes and feelings towards the arts

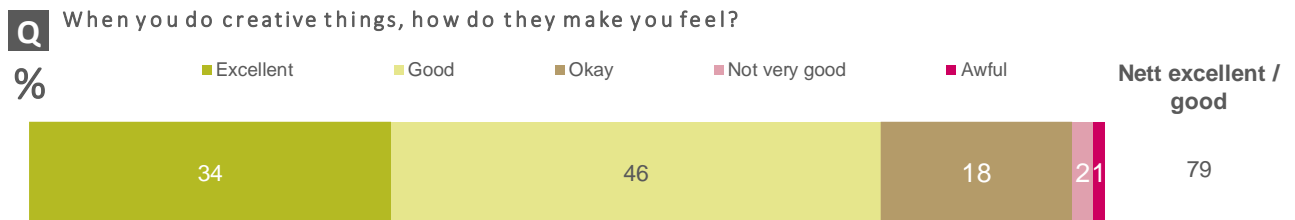
7.1 How do the arts make young people feel?

To help determine the impact of the arts, young people were asked to rate how doing creative things makes them feel on a scale from awful to excellent. In previous studies this was asked differently; on a scale from 0 (awful) to 100 (brilliant). Therefore, we are unable to make direct comparisons to the 2017 results.

Most young New Zealanders feel they benefit from doing creative things (79% feel excellent or good). This is more pronounced for girls (86%), although the majority of boys (73%) also feel positive. That said, nearly half of girls (45%) feel 'excellent' when doing creative things, compared to just 23% of boys.

Age is less likely to impact how young New Zealanders feel when doing creative things. Eighty-one percent of 10 to 12 year-olds feel 'good or excellent', compared to 76% of 13 to 14 year-olds. This difference is not statistically significant.

Figure 11: How the arts make young people feel



Base: All 10 to 14 year olds 2020 (n=754)

Base: All 10-14's; 2020 (n=754)

7.2 Why young New Zealanders like doing creative things

Young New Zealanders were asked to explain why doing creative things makes them feel the way they do. Very few respondents said doing creative things makes them feel 'awful' or 'not very good', but those who did say they don't find the arts interesting or they are not creative or very good at art.

■ *"Because it's boring and doesn't interest me."*

Boy, 14 years, NZ European, Christchurch

■ *"I'm not good at it and don't like it"*

Boy, 12 years, Asian, Wellington

■ *"I'm bad at it."*

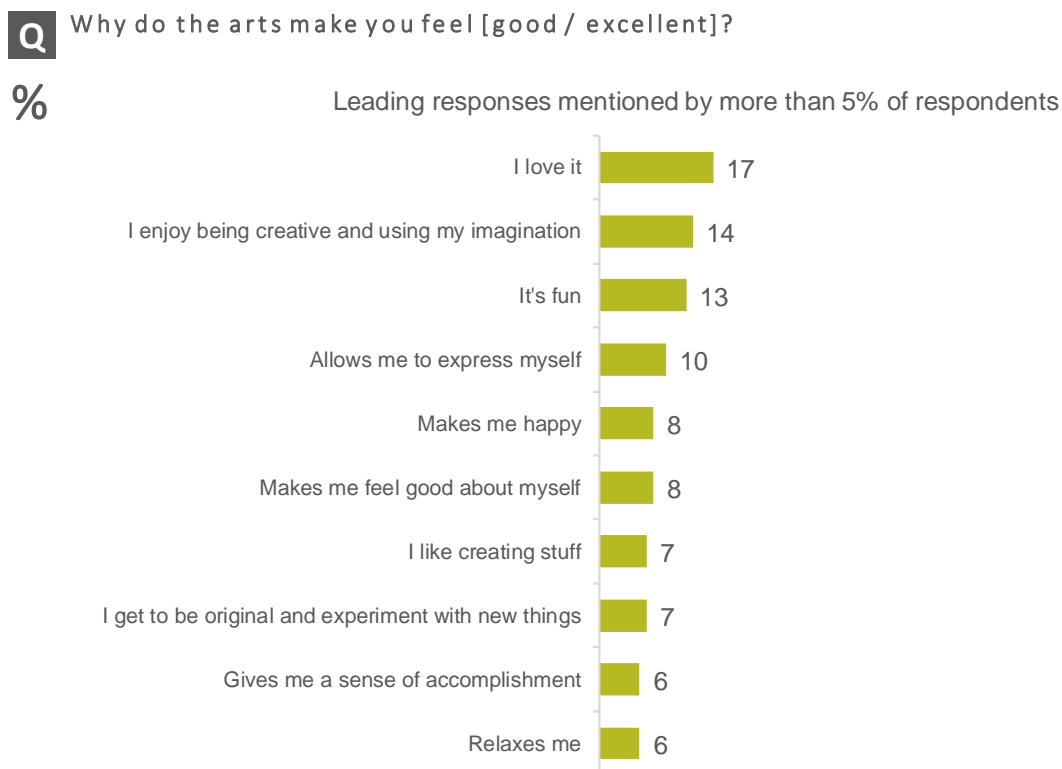
Girl, 10 years, Māori, Nelson

The main reasons why young New Zealanders love doing creative things are summarised below.

The main explanation for feeling good or excellent when doing creative things is, they just love it or enjoy being creative and using their imagination. When we look deeper into the quotes this is wrapped up with feelings of accomplishment as well validation from others (being told you have done a good job).

Other key reasons are that it's fun or it provides an opportunity for self-expression. Feelings of self-expression also seem to be linked to the idea of 'being free from rules', something which might be of particular pertinence for young people.

Figure 12: Reasons for the liking arts and creative activities



All 10-14's who said the arts make them feel good or excellent; 2020 (n=586)

Doing creative things contributes to the overall wellbeing of young New Zealanders, as evidenced by a sample of verbatim comments below:

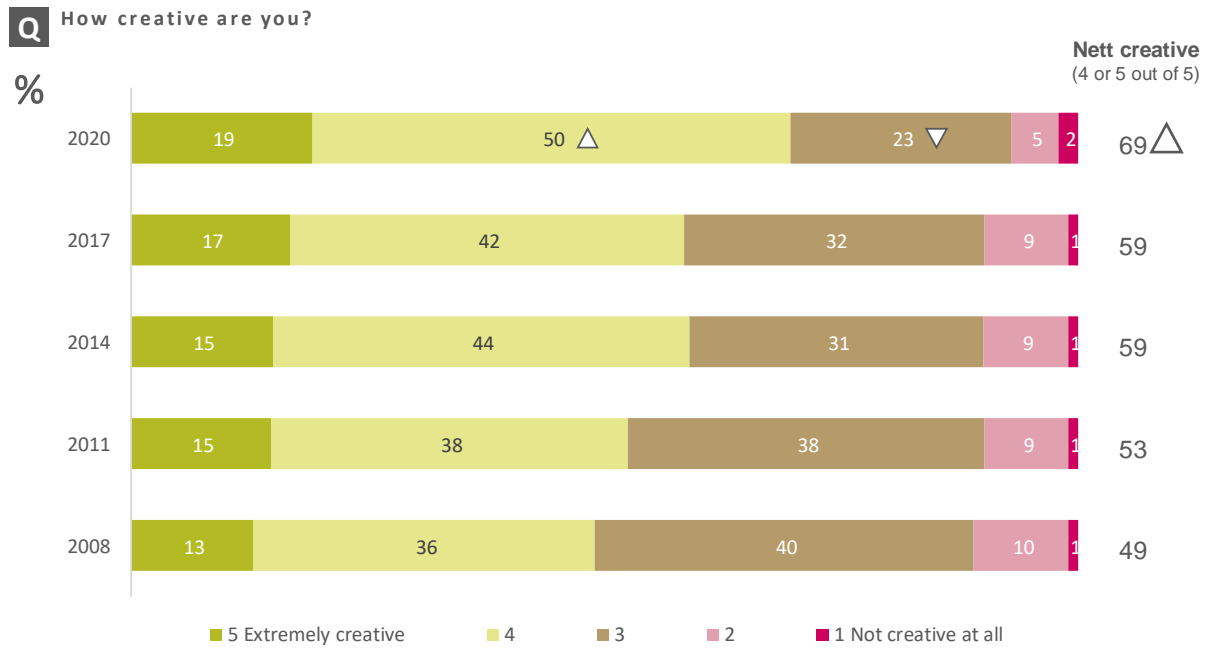
- “When I finish something that I have done myself it feels good.”
Boy, 10 years, Māori, Northland
- “I like making things and like writing stories and poems. I feel good when I do a good job and when my teacher says I have done a wonderful [job] and when I make stuff for my Mum and Dad I feel really good when they tell me that I have done a great job.”
Boy, 10 years, NZ European and Māori, Christchurch
- “They are a lot of fun and I love to create.”
Girl, 10 years, Pacific, Wellington
- “I can express my interests through arts and crafts. It also gives me an opportunity to make myself and people around me happy!”
Girl, 11 years, Pacific and Asian, Auckland
- “Since I feel proud of my work and I like to show it to friends and family.”
Boy, 11 years, NZ European, Māori, Pacific and Asian, New Plymouth
- “Because it calms me down when I’m angry or sad. Then when I’ve made [something] I just feel like I’m on top of the world because then I can give my creation to make someone else happy...”
Girl, 11 years, NZ European and Māori, Bay of Plenty
- “I love being creative with every part of my imagination and I love expressing myself and how I’m feeling through art, however, which way I express it depends on the day and the emotions I’m feeling at that time.”
Boy, 12 years, Asian, Christchurch
- “I like to create things and feel proud when I draw or make things. I find it quite relaxing.”
Girl, 12 years, NZ European, Canterbury
- “Makes me happy and feel confident.”
Boy, 12 years, Pacific, Southland
- “There are no rules to art. It’s allows me to express myself however I want. It’s enjoyable.”
Girl, 13 years, NZ European and Māori, Auckland
- “Because this is a time when I am allowed to do my own thing and be creative and express emotions and thought into music and theatre. All of these things I love doing and being in my zone is an amazing feeling that brings much joy.”
Boy, 13 years, NZ European, Waikato
- “Art gives meaning to our lives and helps us understand our world. It is an essential part of our culture because it allows us to have a deeper understanding of our emotions; it increases our self-awareness, and also allows us to be open to new ideas and experiences. It keeps me happy and once I have done some creative work, I feel more confident in myself.”
Boy, 13 years, Asian, Auckland
- “Because it is amazing to see the work and talent that people put in to create art and I love doing it because it is a creative outlet for me.”
Girl, 14 years, NZ European, Wellington
- “It makes me feel connected and more confident in my culture.”
Boy, 14 years, Pacific, Wellington
- “The arts make me feel excellent because I get to express myself and all my thoughts and ideas. I really enjoy the arts because there is so many possibilities.”
Girl, 14 years, NZ European, Māori and Pacific, Wellington

7.3 How creative do young New Zealanders feel?

Sixty-nine percent of young New Zealanders feel they are very or extremely creative, compared to 59% in 2017. Increased feelings of creativity amongst our young people is part of a long-term trend in the survey, but that trend has accelerated in 2020.

This acceleration could reflect some of the increased positive sentiment we see around the arts in the adult survey i.e. creativity is being celebrated and valued more widely. These feelings and attitudes could help feed into an erosion of gender stereotypes, so that boys feel more confident in expressing their creativity (boys have driven the increase in self-reported creativity in 2020, see the following page).

Figure 13: Self-reported creativity



Δ ∇ = significantly higher / lower than 2017

Base: All 10-14's; 2020 (n=754), 2017 (n=751), 2014 (n=753), 2011 (n=758), 2008 (n=1015).

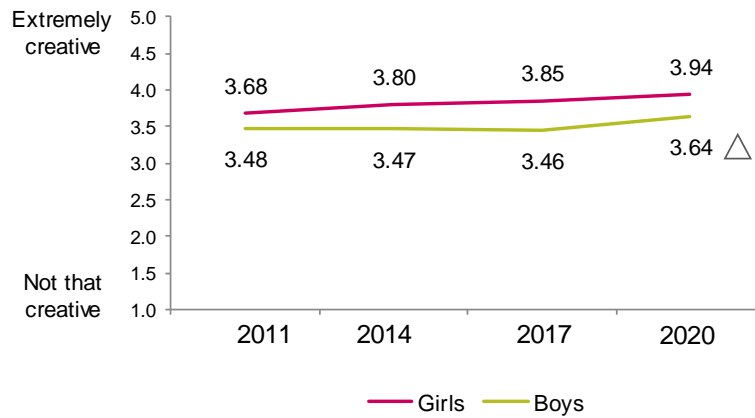
Boys are more likely than ever to rate themselves as creative, closing the gap on girls whose feelings of creativity have also been increasing over time.

Figure 14: Self-reported creativity by gender



How creative are you?

Mean creativity



\triangle ∇ = significantly higher / lower than 2017

Base: All 10-14's; 2020 (n=754), 2017 (n=751), 2014 (n=753), 2011 (n=758).

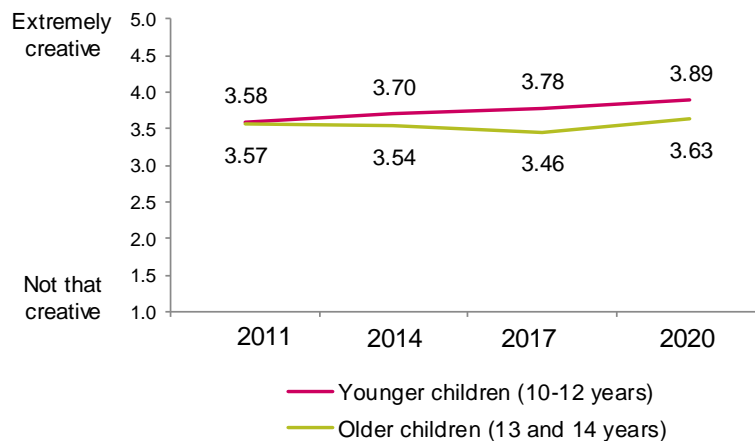
The upwards trend in self-reported creativity for young children (aged 10 to 12) continues and this year we also see an increase for older children aged 13 to 14 years.

Figure 15: Self-reported creativity by age



How creative are you?

Mean creativity



Base: All 10-14's; 2020 (n=754), 2017 (n=751), 2014 (n=753), 2011 (n=758).

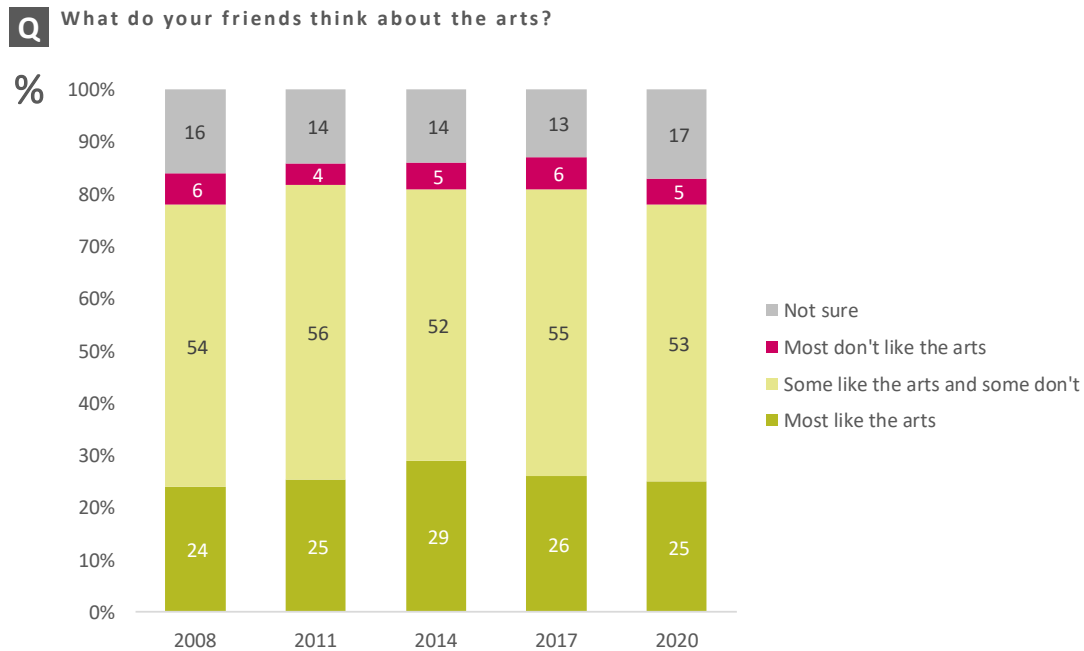
Although the gender gap has narrowed since 2017, girls are still more likely to say they are very or extremely creative compared to boys, (75%, compared to 64%) while 10 to 12 year olds are more likely to rate themselves as extremely creative than 13 to 14 years (23%, compared to 13%).

Self-reported creativity is fairly consistent across different ethnic groups and socio-economic households.

7.4 Do young New Zealanders have social networks that support the arts?

Seventy-eight percent of young New Zealanders have at least some friends who really like the arts, while a quarter (25%) report most of their friends do. These results are consistent with the 2017 findings.

Figure 16: Friends feelings about the arts



△▽ = significantly higher / lower than 2017

Base: All 10-14's; 2020 (n=754), 2017 (n=751), 2014 (n=753), 2011 (n=758), 2008 (n=1015).

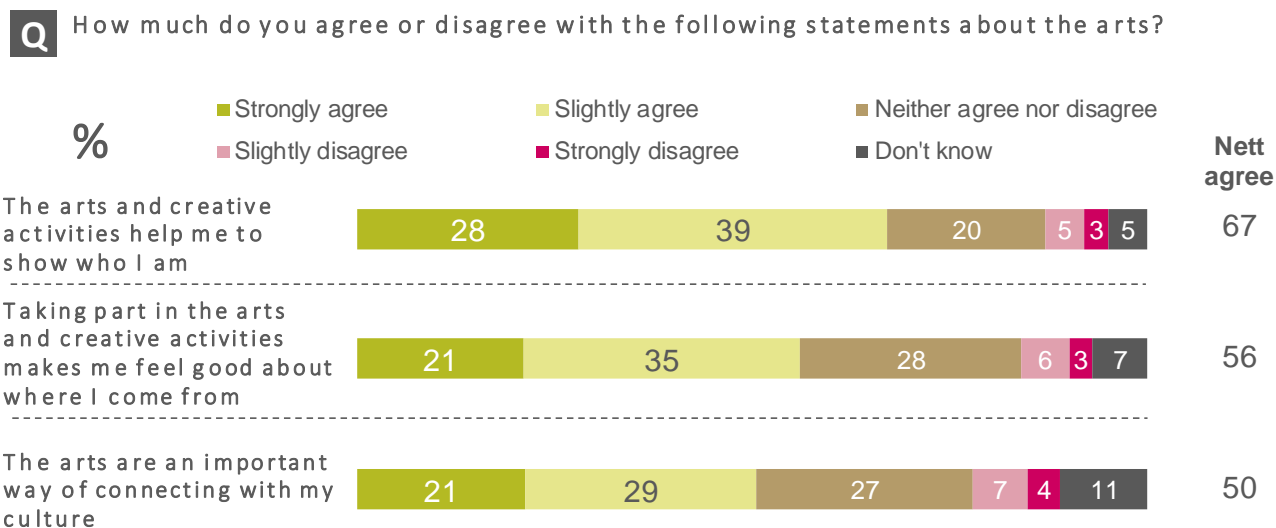
Girls continue to have more supportive networks for engagement in the arts than boys. For 35% of girls, most of their friends really like the arts, compared to 14% of boys. Interestingly, 36% of young people in lower socio-economic households (with household incomes of up to \$50,000) report most of their friends really like the arts, compared to 25% on average.

7.5 How do young New Zealanders perceive the arts?

7.5.1 Culture and Identity

At least half of all young New Zealanders, feel that the arts provide them with a vehicle to explore their own identity and culture. Most young New Zealanders feel arts and creative activities help to show who they are (67%), while 56% agree they make them feel good about where they come from, and 50% agree they see the arts as an important way of connecting with their culture.

Figure 17: Culture and identity



Base: All 10-14's; 2020 (n=754)

Girls, more than boys view the arts as a way of expressing themselves (75%, compared to 59%).

There are also some cultural differences in perceptions of arts. Young people who identify as Māori, Pacific or Asian are more likely than average to take part in arts and creative activities to feel good about where they come from, and see it as an important way of connecting with their culture:

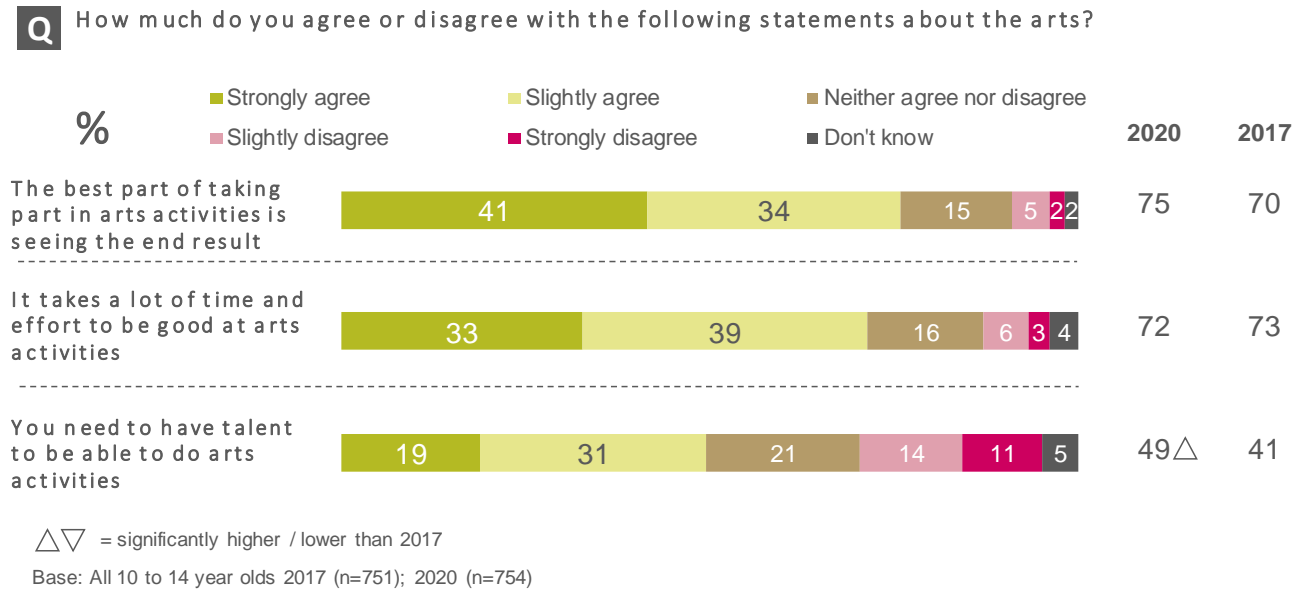
	Total	Māori	Pacific	Asian
Taking part in the arts and creative activities makes me feel good about where I come from	56%	62%	71%	65%
The arts are an important way of connecting with my culture	50%	60%	67%	63%

7.5.2 Beliefs about the arts

Most young people feel that being good at the arts requires work (72%), but that the end result is worth the effort (75%). This is consistent with the 2017 findings.

The proportion of young New Zealanders who agree you need talent to be able to do arts activities has increased from 41% in 2017 to 49% in 2020. While this could be interpreted as people increasingly valuing the arts, there is a potential concern if this perception acts as a barrier to participation, and young people simply enjoying the arts and having fun.

Figure 18: Beliefs about the arts



These beliefs are consistent across the range of demographic groups.

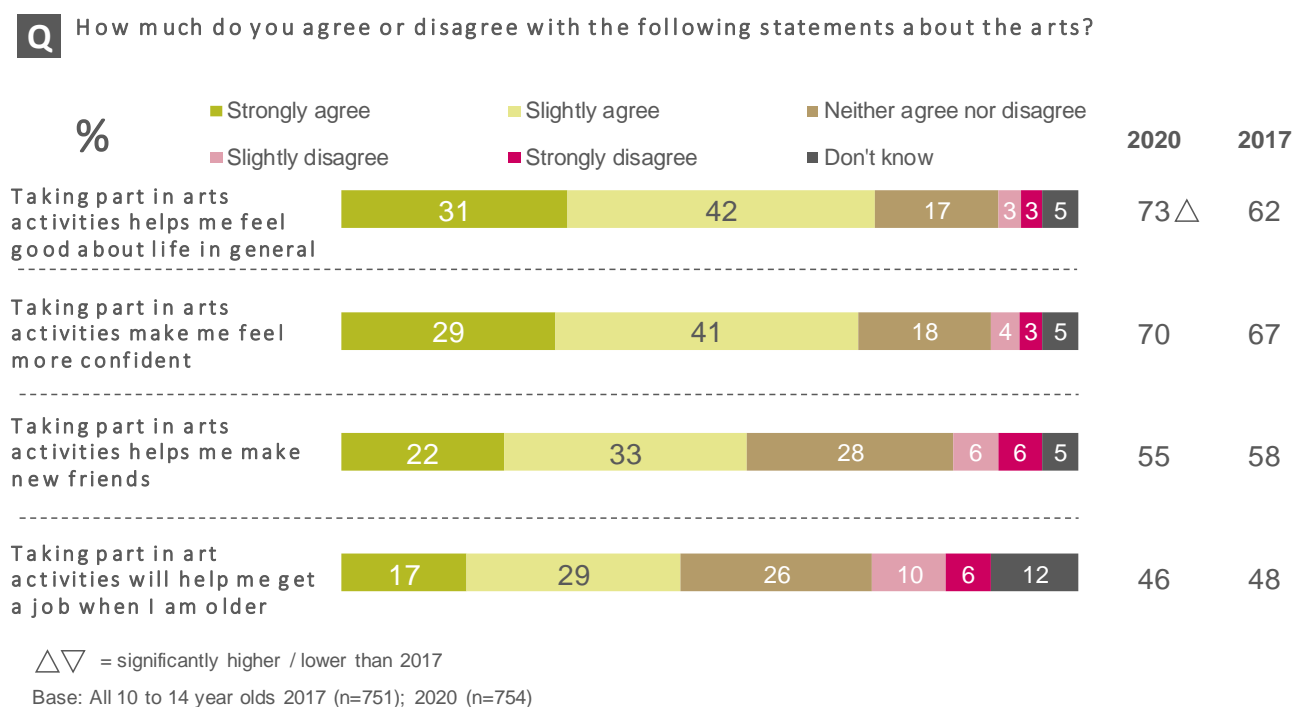
7.5.3 Benefits of the arts

Most young New Zealanders see the benefits that engaging with the arts can bring.

More than ever, the arts appear to be supporting the wellbeing of our young people. Seventy-three percent say arts activities help them feel good about life in general, compared to 62% in 2017. This increase could be a result of a renewed appreciation of the arts as a result of COVID-19 limiting opportunities for participation. It could also reflect a greater dependency on the arts for wellbeing during what has been a challenging year for many New Zealanders.

Most young New Zealanders agree that the arts can make them feel more confident (70%) and help them make new friends (55%). In addition, nearly half (46%) of young people agree that the arts will improve their job prospects later in life.

Figure 19: Benefits of the arts



There are some gender differences in agreement to these statements. Girls are more likely to think that participating in arts activities:

- helps them to feel better about life (81%, compared to 65% of boys)
- helps them build confidence (76%, compared to 65% of boys)
- helps their future job prospects (51%, compared to 41% of boys).

Further, there are also some cultural differences in perceptions of the benefits of the arts. Young people who identify as Asian are more likely than average to believe that participating in the arts will help them make new friends (61%, compared to 55% on average) and that participation will also help their future job prospects (52%, compared to 46% on average). Young Pacific peoples also have a stronger than average belief that participating in the arts will help them make new friends (67%, compared to 55% on average).

8 The parents' perspective

This section considers how the parents, or caregivers, of our sample of young New Zealanders feel about the arts, and the importance of the arts to their children. This provides us with a unique opportunity to understand the extent to which young New Zealanders relationship with the arts is influenced by those around them.

Throughout this section we have undertaken statistical analysis to determine the extent to which the attitudes of the parent can be seen as a predictor of the child's attitude². We describe this relationship as either weak, moderate, strong or very strong³. A weak relationship means the parent's attitude does not act as a predictor of how the child thinks or feels, while a strong or very strong attitude means that it does.

8.1 To what extent do parents attitudes towards the arts influence their child

We undertook statistical analysis to determine the extent to which the parent's attitudes or feelings towards the arts determines that of the child. The analysis shows the strength of the relationship between the two (it does not indicate the direction of the relationship). We have assumed in our interpretation of this analysis that parents are more likely to shape the attitudes of their child than the other way around.

The analysis shows that overall, parental attitudes certainly have a bearing on that of the child. The strength of the relationship mostly varies from moderate through to very strong.

The most strongly influenced attitudes or feelings include whether or not the child sees themselves as creative. In this instance, how the parent perceives them is a good predictor of how the child feels. This would suggest that parental encouragement plays an important role in enabling children to feel creative. There is also a very strong relationship when it comes to whether the arts and creative activities are an important way for the child to connect with their culture.

There is only one attitude where there is a 'weak' relationship between what the parent thinks and feels, and what the child does. That is whether or not it takes a lot of time and effort to be good at arts and creative activities. Young people tend to answer this question quite differently from their parents.

Finally, it is worth noting that even where the relationship is seen as 'very strong' it does not mean that the parent's attitude predetermines that of the child's. The data indicates there are other factors that will also influence this, and we can speculate that might include their friends, teachers, experiences outside of the home and their own unique personality.

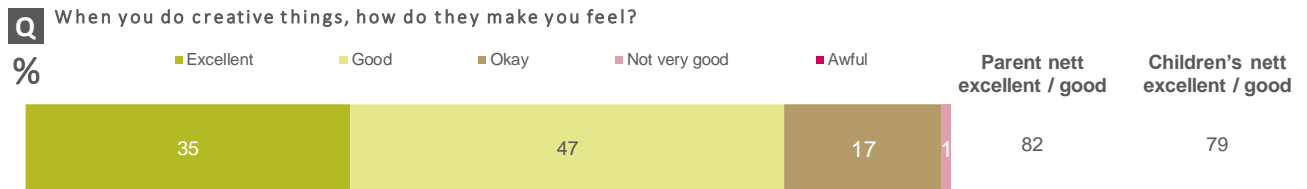
² When looking at the strength of the relationship, and reporting the results, we have assumed that parents are much more likely to shape their children's attitudes around the arts than the other way round.

³ We have defined a weak relationship as anything under $r=0.30$, a moderate relationship as $r=0.30$ to 0.39 , a strong relationship as $r=0.40$ to 0.49 and a very strong relationship as anything over $r=0.50$.

8.2 How being creative makes parents feel

At an overall level, parents experience similar feelings to young New Zealanders when doing creative things. The vast majority of parents feel positive when they do something creative. Eighty-two percent say they feel good or excellent, which compares to 79% of children.

Figure 20. How being creative makes parents feel



Base: All parents 2020 (n=754)

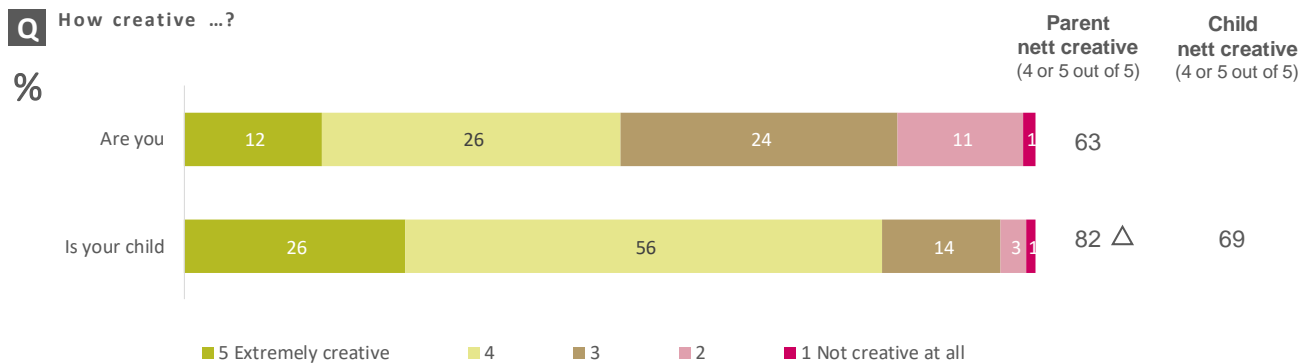
△▽ = significantly higher / lower than children's nett

8.3 Do parents view themselves and their children as creative?

The proportion of parents who see themselves as creative (scoring 4 or 5 out of 5) is broadly similar to that of young New Zealanders (63%, compared to 69%).

At an overall level, parents' perceptions of how creative their children are is slightly at odds with how creative their children actually feel. Parents are somewhat more optimistic, with 82% rating their child as creative, compared to 69% of young people who see themselves that way.

Figure 21. Whether parents view themselves and their children as creative



Base: All parents 2020 (n=754)

△▽ = significantly higher / lower than children's nett

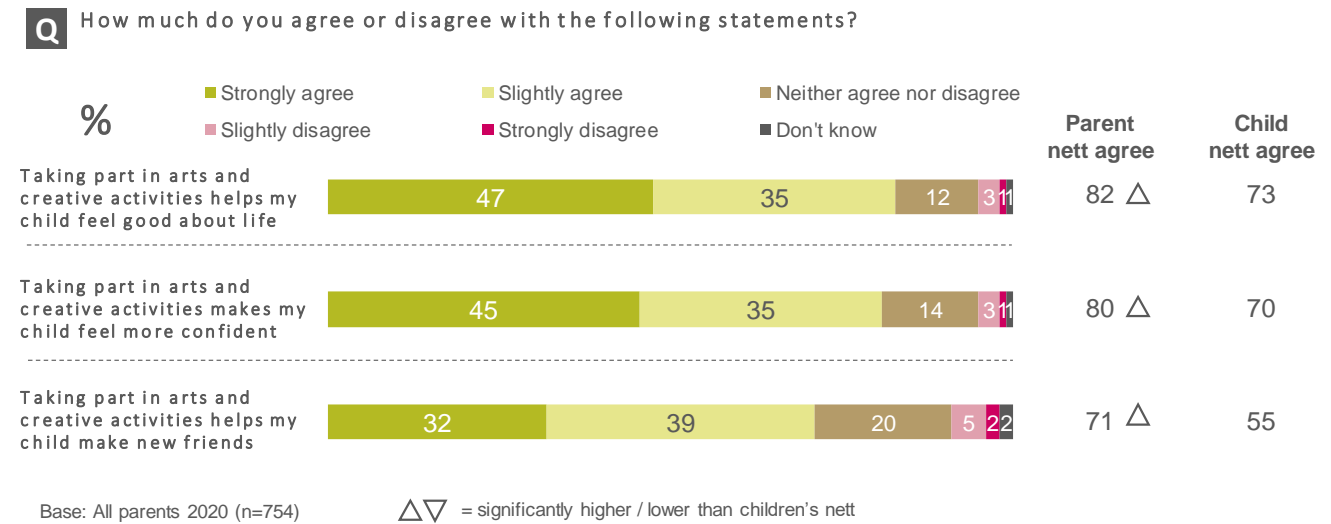
Parents of girls are more likely to view them as creative (89%) than parents of boys (75%). Section 7 also highlights that boys feel less creative than girls. This raises the question as to what extent those feelings reflect their own inherent level of interest or aptitude for the arts, or parental expectations.

8.4 Parents' views on how the arts benefit their children

The vast majority of parents believe that the arts benefits their child in various ways. This includes supporting their wellbeing (82% agree), building their confidence (80% agree) and helping them to make friends (71% agree).

While most children also recognise these benefits, parents are more likely to perceive, or feel, that their child benefits in these various ways. Who is the better judge – the child or the parent - is open to interpretation.

Figure 22. Parents' views on how the arts benefit their children



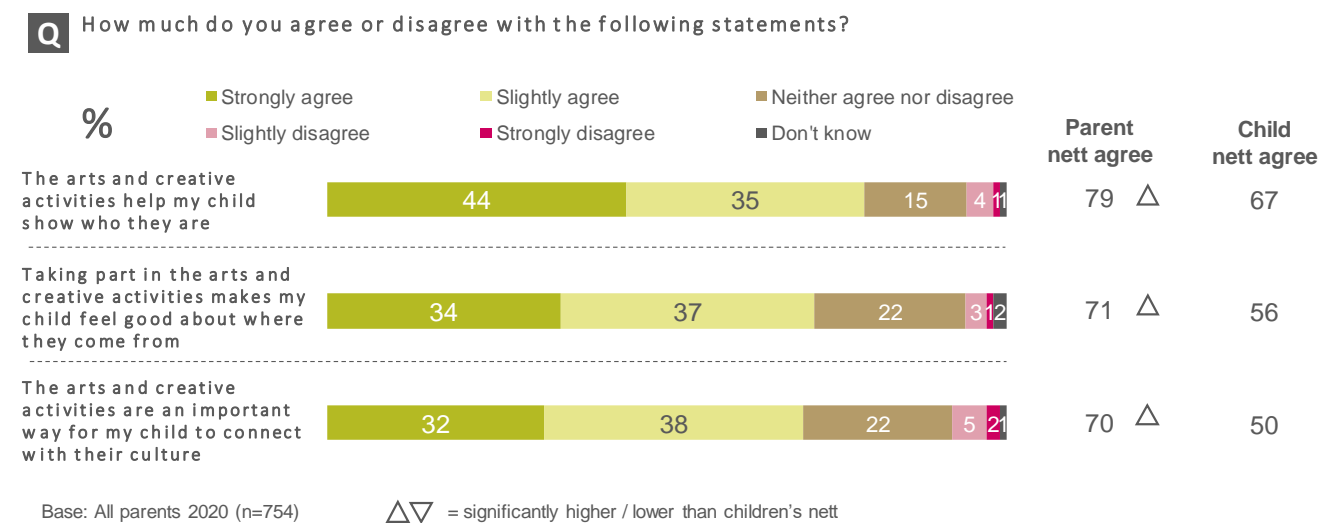
Parents of girls tend to feel their child benefits to a greater extent from the arts than parents of boys. They are more likely to say that the arts and creative activities help their child feel good about life in general (88% for girls, compared to 77% for boys) and that taking part makes them feel more confident (86%, compared to 75%).

8.5 Parents' views on the connection between the arts and their child's identity

A clear majority of parents feel the arts are important to their children in exploring their own identity and culture. Eight in ten agree the arts and creative activities help their child show who they are, while seven in ten agree that taking part makes their child feel good about where they come from, and the arts are an important way for their children to connect with their culture.

Parents are more likely to recognise the importance of the arts in exploring identity and culture than children do.

Figure 23. Parents' views on the connection between the arts and their children's identity and culture



Parents of girls are also more likely than parents of boys to agree that the arts and creativities activities help their child express themselves (84%, compared to 75%).

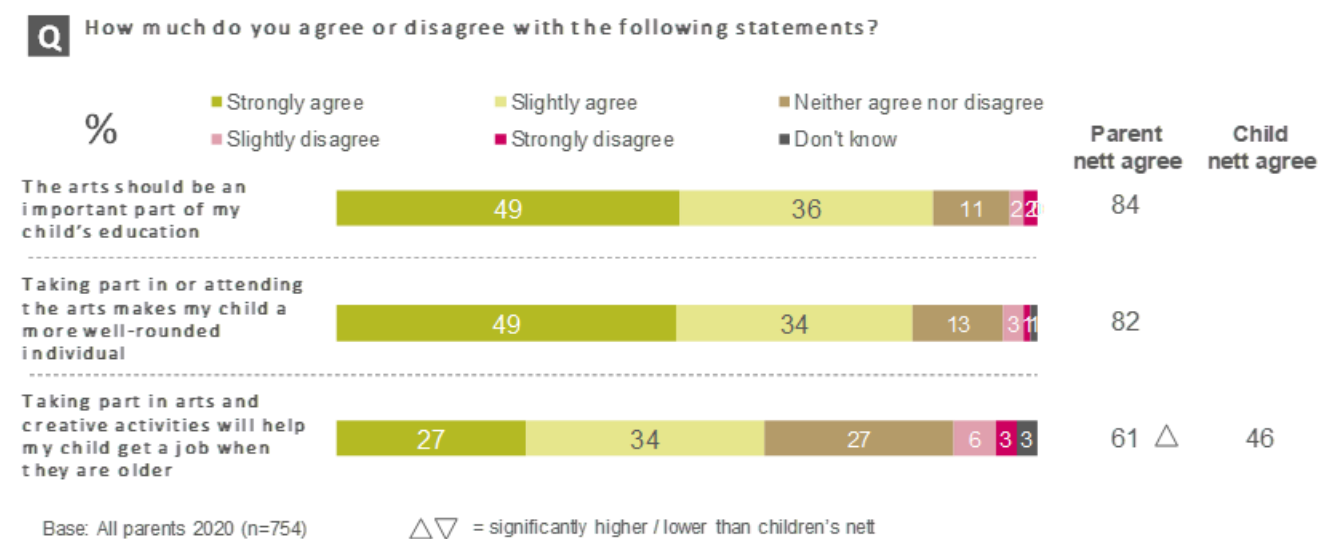
We also see differences by ethnicity when it comes to the value of the arts as a means of connecting with one's culture. Parents of Pacific (78%), Asian (76%) and Māori (75%) children are more likely than parents of New Zealand European children (66%) to feel that the arts and creative activities are an important way for their children to connect with their culture.

8.6 Parents' views on how the arts impact their child's development

Parents see a key role for the arts in their child's development and life-chances. They see the arts as an important part of their child's education (84% agree), and feel it is part of becoming a well-rounded individual (82% agree). Three in five also recognise the importance of their child developing creative skills in terms of future employment prospects.

It is noteworthy that parents are more likely to express this attitude than the young people themselves. One possible interpretation is that children are thinking more literally about careers in the arts, while parents are thinking more laterally about how creative skills can be applied more widely (especially for the jobs of tomorrow). The other two statements were not asked of the child.

Figure 24. Parents' views on how the arts impact their child's development



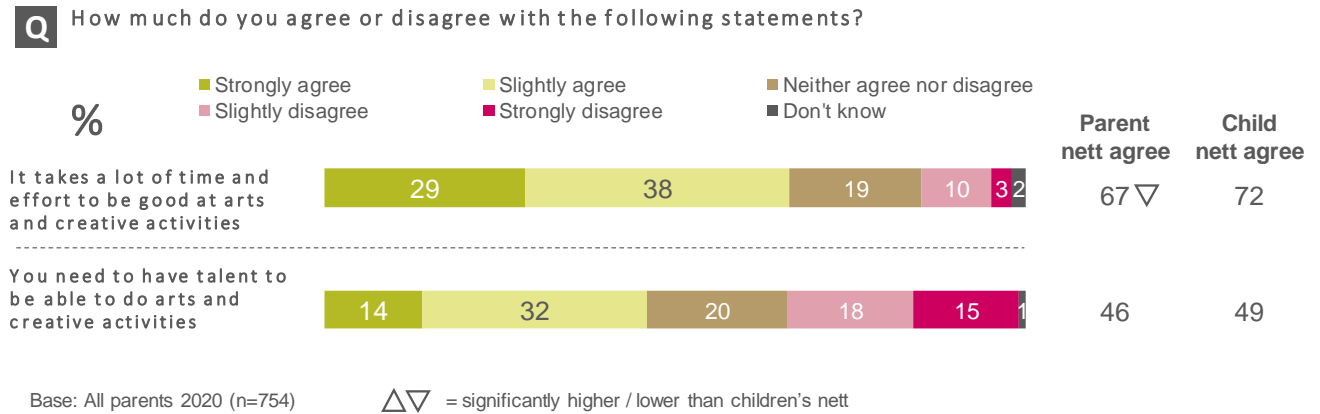
Parents of girls are more likely to agree that the arts is an important part of their education than parents of boys (90%, compared to 79%). They are also more likely to agree that taking part in the arts makes their child a more well-rounded individual (87%, compared to 78%) This suggests that even in 2020, the arts is more strongly connected with females, and that parents could be reinforcing gender stereotypes.

Parents of Māori tamariki are less likely than average to agree that taking parts in arts and creative activities will help their child get a job when they are older (54%, compared to 61%) and that it makes them a well-rounded individual (75%, compared to 82%). This could reflect a different perspective in terms of how Māori view arts and the role that it plays for Māori i.e. ngā toi Māori is integrated and a part of te ao Māori (as indicated in Section 7.5).

8.7 Parents' views on what it takes to be 'good' at arts

Most parents feel it takes time and effort to be good at arts and creative activities (67% agree), while almost half also feel it requires some talent (46% agree). Looking at the nett agreement levels, these attitudes appear to be in line with those held by young New Zealanders.

Figure 25. Parents' views on what it takes to be 'good' at arts



Parents of Asian children are more likely than average to feel that it takes time and effort to excel at the arts and creative activities (77%, compared to 67%) and even more likely to feel you need talent as a prerequisite to participation (60%, compared to 46% on average). In contrast parents of Māori tamariki view this quite differently; only 35% feel you need talent to be able to do arts and creative activities. While both ethnicities view the arts as an important way to connect with their culture, Māori are more open to the idea of their tamariki just giving it a go.

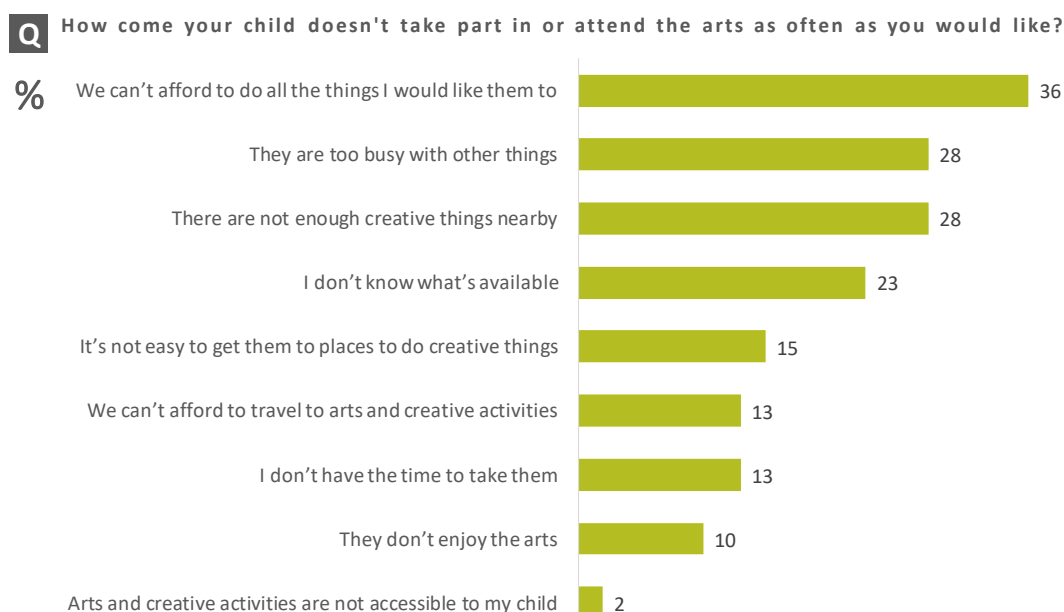
8.8 Parents' views on their child's level of engagement with the arts

Most parents (60%) feel their child engages with the arts as much as they would like them to. This leaves 40% who would like to see their child engage more frequently with the arts.

This is more pronounced for parents of Māori tamariki; 45% would like to see their child engage more. In contrast parents of Pacific children are least likely to be dissatisfied with the frequency with which their children engage with the arts (27%, compared to 40% on average).

We asked those parents who do not feel their child engages as much as they would like them to, why this is. The top four reasons include affordability, a lack of time, and a lack of creative activities, or awareness of them.

Figure 26. Parents' views on barriers to engagement



Base: All parents who do not feel their child engages with the arts as much as they would like them to 2020 (n=297)

There are some notable demographic differences in terms of affordability. Parents of girls are more likely to say they can't afford to do the creative things they would like their child to than parents of boys (45%, compared to 28%).

Socio-economic conditions also play a part here. Parents in low income households (up to \$50,000 per annum) are much more likely than average to reference cost as a barrier (60%, compared to 36%), while high income households are far less likely to (18%). In addition, parents of Māori tamariki are also more likely than average to identify cost as a barrier (45%, compared to 36%) while parents of Asian New Zealanders are less likely to feel this is a barrier (18%).

9 Participation and attendance by art form

9.1 Digital arts

9.1.1 Digital arts participation

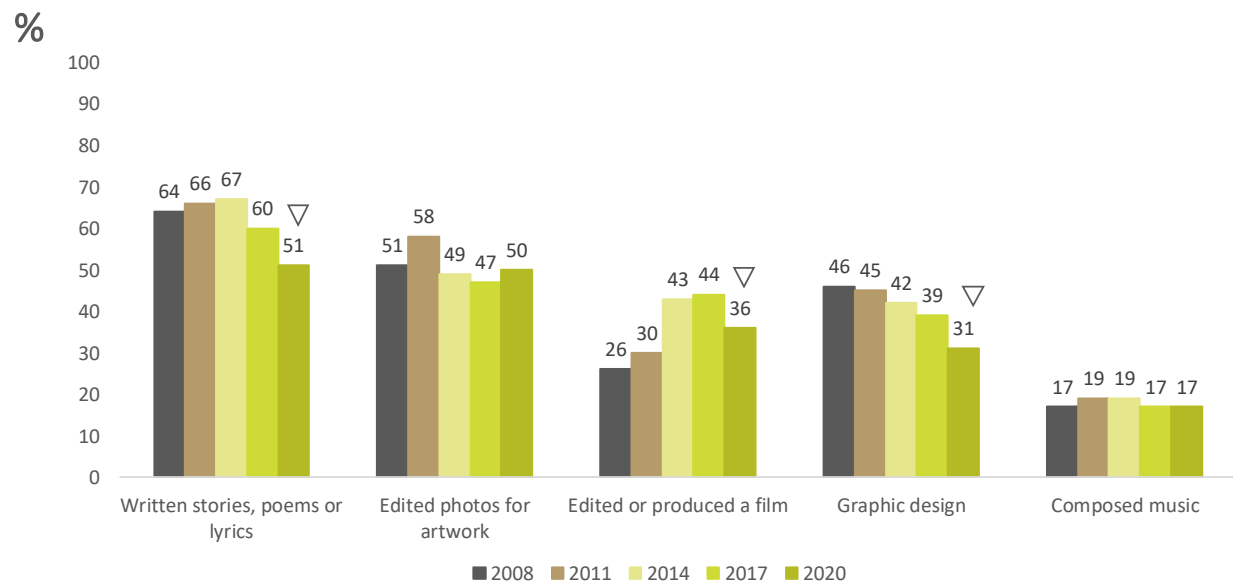
Digital arts participation appeared to peak in 2014 and has since continued to decline to 73% in 2020.

There are some significant declines in the proportion of young New Zealanders who have written stories, poems or lyrics digitally, edited or produced a film or have done graphic design. Writing and graphic design are at the lowest levels of participation on record (51% and 31% respectively).

Digital arts overall participation	2008	2011	2014	2017	2020
Participation (graphic design, editing photographs, editing or producing a film, composing music, or writing a story, poem or song lyrics)	83%	80%	86%	78%	73%

Figure 27: Digital arts participation by type

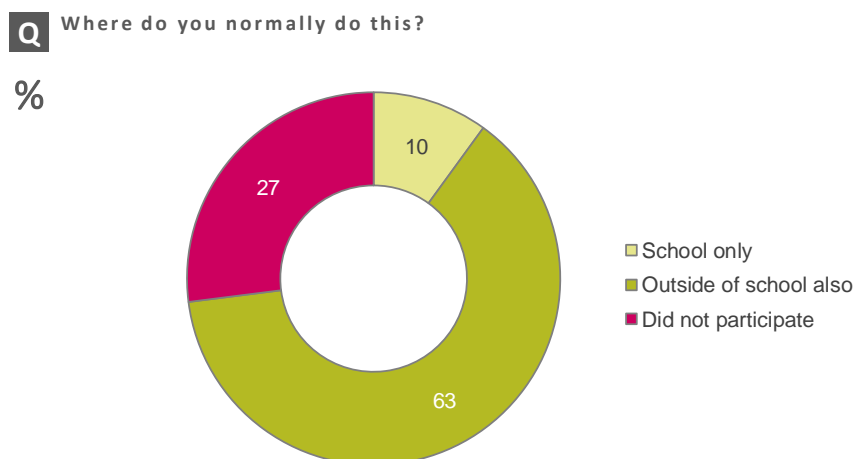
Q Which of the following have you created using a phone, computer or tablet?



Base: All 10-14's who have created digital art; 2017 (n=599), 2014 (n=661), 2011 (n=604), 2008 (n=852).

The majority of young New Zealanders have participated in digital arts outside of school (63%), with only 10% having participated solely at school.

Figure 28: Digital arts participation in school or out



Base: All 10-14's; 2020 (n=754).

9.1.2 Digital arts participation profiles

The following demographic groups are more likely than average to participate in certain digital arts activities:

- Girls: writing stories or poems
- Young people aged 13 to 14 years: editing photos, graphic design
- NZ European: editing or producing films
- Māori: music composition
- Pacific: writing stories or poems.

	Total	Gender		Age		Ethnicity			
		Boy	Girl	10 - 12	13 - 14	NZ European	Māori	Pacific	Asian
Total (n=)	564	277	285	324	240	309	220	69	157
Writing stories or poems	51%	42%	59%	52%	50%	54%	49%	66%	39%
Editing digital photographs	50%	48%	52%	41%	62%	53%	49%	51%	39%
Editing or producing a film	36%	37%	36%	36%	37%	41%	30%	35%	27%
Graphic design	31%	33%	29%	23%	43%	34%	29%	17%	36%
Music composition	17%	18%	16%	17%	17%	16%	22%	18%	15%

The above table shows what proportion of each subgroup are participating in various digital arts activities and compares this to the total population. For example, 42% of boys have written stories or poems on a digital device, while 59% of girls have done this. The proportion of boys writing stories or poems on a digital device is lower than the national average (as indicated by the red font), while the proportion of girls doing this activity is higher than the national average (as indicated by the green font).

9.2 Literary arts

9.2.1 Literary arts participation

Although the majority of young New Zealanders have participated in the literary arts in the past 12 months, this has fallen to the lowest level of participation to date (84%). This is despite the fact that several new activities for participation were included for the first time in 2020. If we just look at participation in the two activities which have been measured historically then participation actually fell from 91% in 2017 to 77% in 2020.

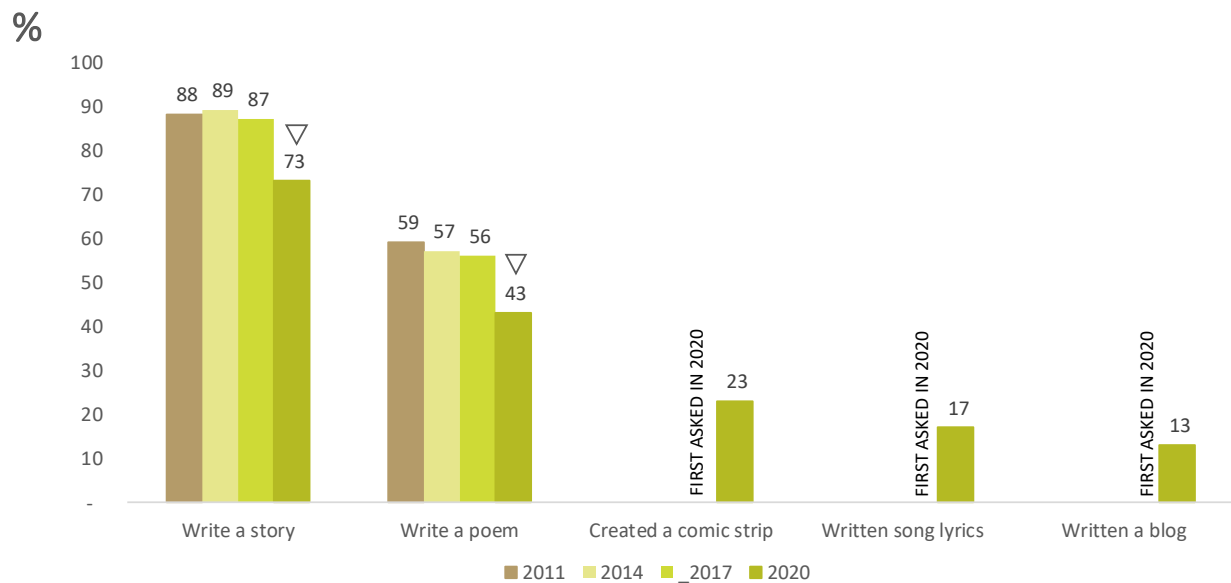
This is driven by declines in both story and poetry writing. In 2020, less than half of young New Zealanders are writing poetry (43%, compared to 56% in 2017) while 73% are writing stories (compared to 87% in 2017).

A smaller proportion of young New Zealanders have created a comic strip (23%), written song lyrics (17%) or written a blog (13%) in the last 12 months.

Literary arts overall participation	2008	2011	2014	2017	2020
Participation (Written a story, poem, comic strip, song lyrics, or blog)	92%	91%	92%	91%	84%

Figure 29: Literary arts participation by type

Q Which of these things have you done, at least once, in the last 12 months?

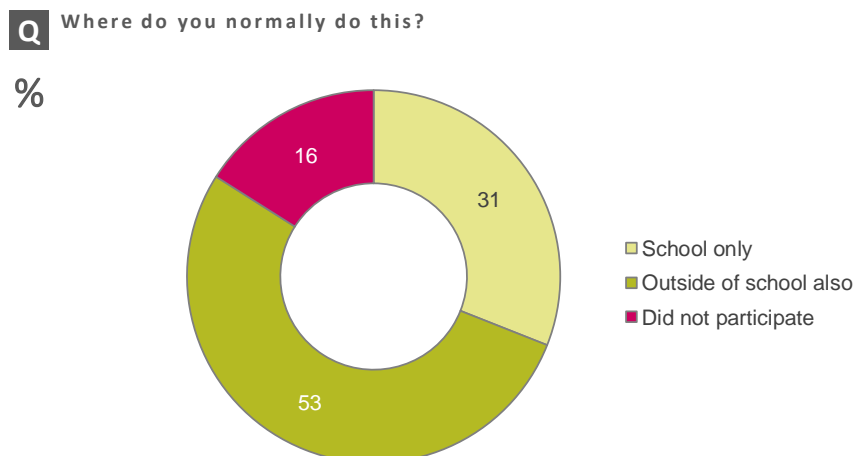


△▽

Base: All 10-14's; 2020 (n=754), 2017 (n=751), 2014 (n=753), 2011 (n=758), 2008 (n=1015).

Nearly a third of young New Zealanders only take part in literary arts at school (31%).

Figure 30: Literary arts participation in school or out



Base: All 10-14's; 2020 (n=754).

9.2.2 Literary arts participation profiles

The following demographic groups are more likely than average to participate in certain literary arts activities:

- Girls: poetry, story and song lyric writing
- Young people aged 10 to 12 years: story and comic strip writing
- New Zealand Europeans: poetry and story writing
- Pacific peoples: song lyric writing.

	Total	Gender		Age		Ethnicity			
		Boy	Girl	10 - 12	13 - 14	NZ European	Māori	Pacific	Asian
Total (n=)	754	396	356	455	299	409	269	97	213
Write a story	73%	66%	80%	76%	67%	80%	65%	66%	66%
Write a poem	43%	32%	54%	45%	40%	48%	39%	39%	34%
Created a comic strip	23%	24%	22%	28%	15%	26%	19%	29%	22%
Written song lyrics	17%	13%	22%	15%	20%	18%	19%	28%	15%
Written a blog	13%	14%	11%	10%	16%	12%	11%	18%	9%

The above table shows what proportion of each subgroup are participating in various literary arts activities and compares this to the total population. For example, 66% of boys have written a story, while 80% of girls have done this. The proportion of boys writing stories is lower than the national average (as indicated by the red font), while the proportion of girls doing this activity is higher than the national average (as indicated by the green font).

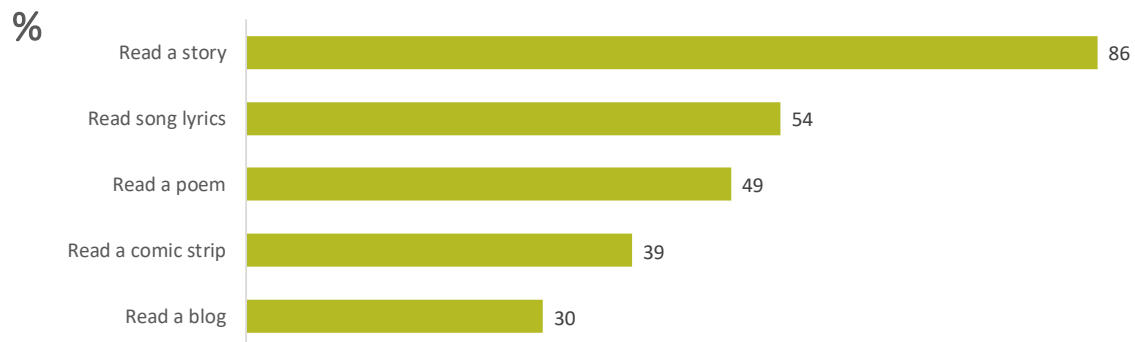
9.2.3 Reading

Nearly all (95%) young New Zealanders have read at least one type of literature in the last 12 months, with reading stories being the most common (86%). About half of young New Zealanders have read song lyrics (54%) or a poem (49%). Smaller proportions read comics or blogs (39% and 30% respectively).

Reading levels	2020
Reading (a story, song lyrics, comic, poem, blog)	95%

Figure 31: Reading by type

Q Which of these things have you read, at least once, in the last 12 months?

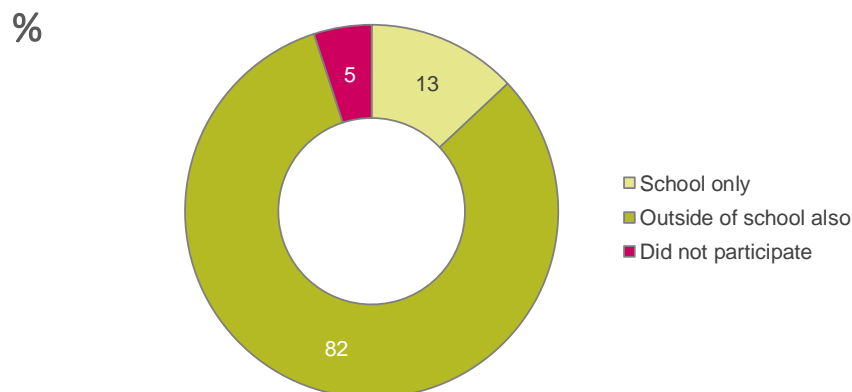


Base: All 10 to 14 year olds 2020 (n=754)

Most young people are reading literature outside of school (82%), but there are 13% who only read in school.

Figure 32: Reading in school or out

Q Where do you normally do this?



Base: All 10 to 14 year olds 2020 (n=754)

9.2.4 Reading profiles

The following demographic groups are more likely than average to read certain types of literature:

- Girls: stories, song lyrics and poems
- Young people aged 10 to 12 years: poems and comic strips
- Young people aged 13 to 14 years: song lyrics and blogs
- New Zealand Europeans: stories, song lyrics and comic strips

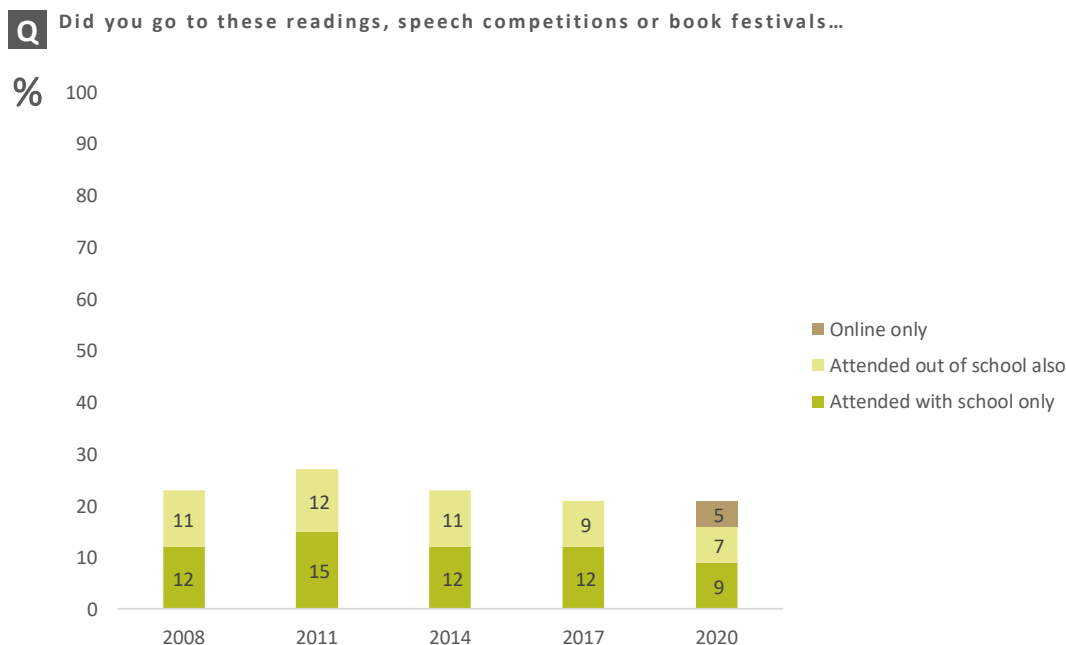
	Total	Gender		Age		Ethnicity			
		Boy	Girl	10 - 12	13 - 14	NZ European	Māori	Pacific	Asian
Total (n=)	754	396	356	455	299	409	269	97	213
Read a story	86%	81%	90%	87%	83%	90%	81%	76%	79%
Read song lyrics	54%	44%	63%	50%	60%	60%	52%	54%	42%
Read a poem	49%	41%	58%	53%	43%	52%	45%	47%	44%
Read a comic strip	39%	42%	37%	44%	33%	44%	32%	40%	39%
Read a blog	30%	28%	32%	23%	41%	32%	26%	29%	21%

9.2.5 Literary arts attendance

Literary arts have the lowest rate of in-person attendance, and this has declined further since 2017 (16%, compared to 21% in 2017). A small proportion attended a literary event online.

Literary arts overall in-person attendance	2008	2011	2014	2017	2020
Attendance (Gone to any spoken word or poetry readings, Manu Kōrero and Pasifika speech competitions, book readings or book festivals)	23%	27%	24%	21%	16%

Figure 33: Literary arts attendance in school or out



Note: 2020 is the first time we have split out online and in person attendance.

△▽ = significantly higher / lower than 2017

Base: All 10-14's; 2020 (n=754), 2017 (n=751), 2014 (n=753), 2011 (n=758), 2008 (n=1015).

9.3 Ngā Toi Māori

9.3.1 Ngā Toi Māori participation

Two thirds (65%) of young New Zealanders have taken part in Ngā Toi Māori in the last 12 months.

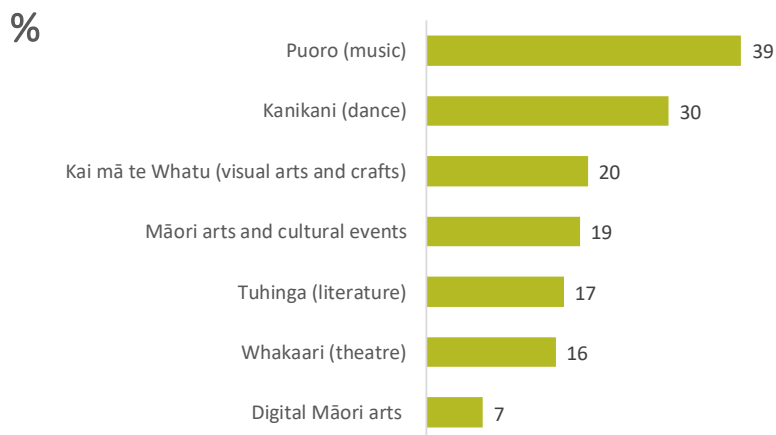
The question on participation in Ngā Toi Māori was redesigned in 2020 to better measure participation in specific activities that fall under this art form, and therefore give a more accurate overall reading on participation. As such, we cannot compare the finding for overall participation with the historical trend data recorded in previous surveys.

Young people are most likely to take part in Puoro (Māori music) and Kanikani (Māori dance), with 49% of young New Zealanders taking part in either one of these activities.

Ngā Toi Māori overall participation	2020
Participation across any activity	64%

Figure 34: Ngā Toi Māori participation by type

Q Which of these things have you done, at least once, in the last 12 months?

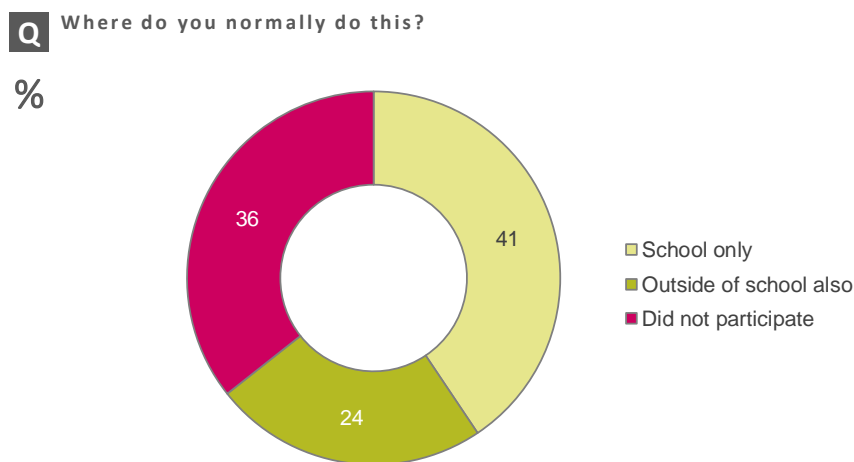


△▽ = significantly higher / lower than 2017

Base: All 10-14's; 2020 (n=754), 2017 (n=751), 2014 (n=753), 2011 (n=758), 2008 (n=1015).

School is critical for ensuring participation in Ngā Toi Māori. Forty-one percent of young people only take part in school, while 24% do so outside of school.

Figure 35: Ngā Toi Māori participation in school or out



Base: All 10 to 14 year olds 2020 (n=754)

9.3.2 Ngā Toi Māori participation profiles

The following demographic groups are more likely than average to participate in certain Ngā Toi Māori activities:

- Girls: puoro, Māori arts and cultural events, kai mā te Whatu, and whakaari
- Young people aged 10 to 12 years: puoro and kanikani
- NZ European: puoro
- Māori: all Ngā Toi Māori activities.

	Total	Gender		Age		Ethnicity			
		Boy	Girl	10 - 12	13 - 14	NZ European	Māori	Pacific	Asian
Total (n=)	754	396	356	455	299	409	269	97	213
Puoro - Māori music	39%	30%	47%	43%	32%	43%	54%	36%	23%
Kanikani - Māori dance	30%	27%	34%	34%	25%	30%	47%	35%	19%
Māori arts and cultural events	19%	15%	24%	21%	17%	19%	29%	21%	16%
Kai mā te Whatu - Māori visual arts and crafts	20%	14%	26%	22%	16%	21%	26%	20%	12%
Whakaari - Māori theatre	16%	12%	20%	16%	15%	15%	26%	17%	11%
Tuhinga - Māori literature	17%	15%	19%	19%	14%	18%	22%	24%	11%
Digital Māori arts	7%	8%	6%	9%	5%	5%	11%	14%	5%

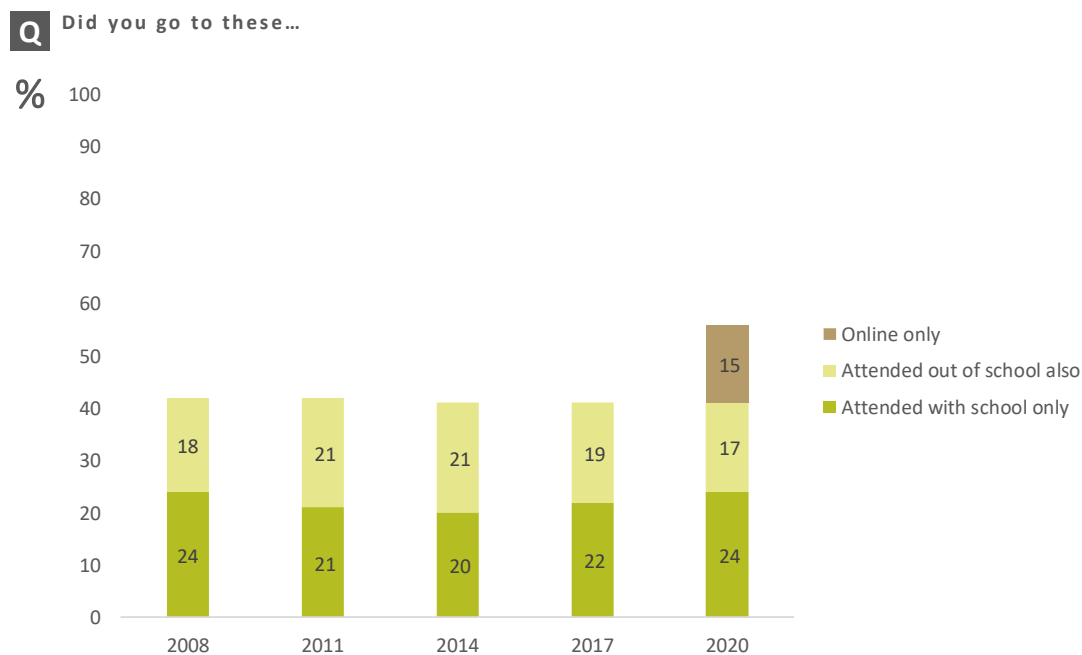
The above table shows what proportion of each subgroup are participating in various Ngā Toi Māori activities and compares this to the total population. For example, 30% of boys have participated in puoro, while 47% of girls have done this. The proportion of boys participating in puoro is lower than the national average (as indicated by the red font), while the proportion of girls doing this activity is higher than the national average (as indicated by the green font).

9.3.3 Ngā Toi Māori attendance

Ngā Toi Māori is the only art form where attendance has not declined following COVID-19. It has remained consistent at 41%. In addition, 15% have attended a Ngā Toi Māori event online.

Ngā Toi Māori overall in-person attendance	2008	2011	2014	2017	2020
Attendance (seen any Māori arts or cultural performances, festivals, exhibitions or celebrations)	42%	42%	41%	41%	41%

Figure 36: Ngā Toi Māori attendance in school or out



Note: 2020 is the first time we have split out online and in person attendance.

△▽ = significantly higher / lower than 2017

Base: All 10-14's; 2020 (n=754), 2017 (n=751), 2014 (n=753), 2011 (n=758), 2008 (n=1015).

9.4 Pacific arts

9.4.1 Pacific arts participation

Four in ten (39%) young New Zealanders have participated in at least one form of Pacific arts in the last 12 months.

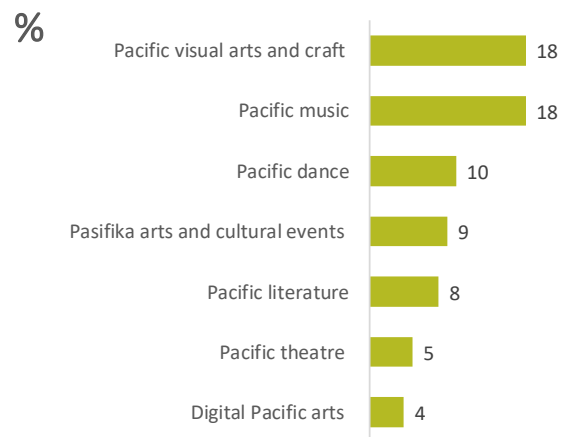
The question on participation in Pacific arts (like Ngā Toi Māori) was redesigned in 2020 to better measure participation in specific activities that fall under this art form, and therefore give a more accurate overall reading on participation. As such, we cannot compare the finding for overall participation with the historical trend data recorded in previous surveys.

Pacific visual arts and craft and Pacific music are the activities young people are most likely to take part in.

Pacific arts overall participation	2020
Participation across any activity	39%

Figure 37: Pacific arts participation by type

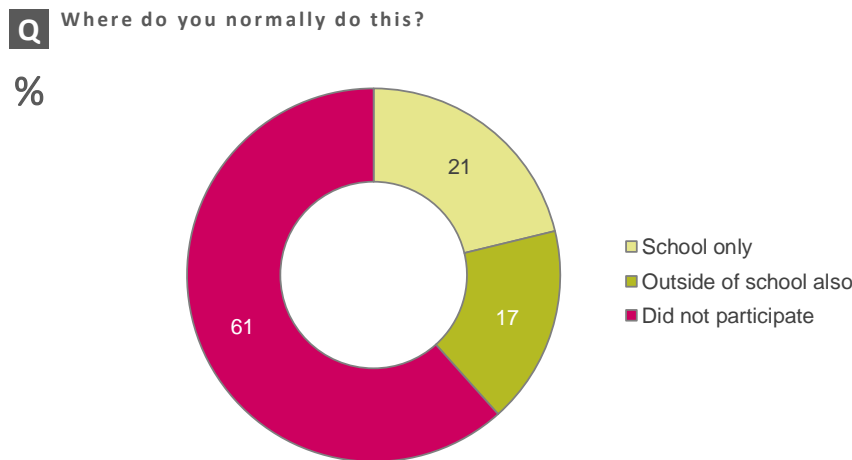
Q Which of these things have you done, at least once, in the last 12 months?



Base: All 10-14's; 2020 (n=754), 2017 (n=751), 2014 (n=753), 2011 (n=758), 2008 (n=1015).

As with Ngā Toi Māori, school is critical for encouraging participation in Pacific arts. Twenty-one percent of young New Zealanders only take part in school, while 17% take part outside of school.

Figure 38: Pacific arts participation in school or out



Base: All 10 to 14 year olds 2020 (n=754)

9.4.2 Pacific arts participation profiles

The following demographic groups are more likely than average to participate in certain Pacific arts activities:

- Girls: Pacific visual arts and crafts
- Young people aged 10 to 12 years: Pacific music and visual arts and crafts
- Pacific peoples: Pacific music, arts and cultural events, dance, literature, and digital arts.

	Total	Gender		Age		Ethnicity			
		Boy	Girl	10 - 12	13 - 14	NZ European	Māori	Pacific	Asian
Total (n=)	754	396	356	455	299	409	269	97	213
Pacific music	18%	16%	20%	22%	13%	16%	18%	43%	11%
Pacific visual arts and crafts	18%	14%	22%	21%	13%	20%	14%	22%	13%
Pasifika arts and cultural events	9%	9%	9%	10%	9%	6%	11%	27%	11%
Pacific dance	10%	9%	11%	12%	7%	6%	6%	37%	8%
Pacific literature	8%	7%	9%	9%	6%	7%	7%	17%	6%
Digital Pacific arts	4%	5%	4%	5%	4%	3%	5%	10%	7%
Pacific theatre	5%	4%	5%	5%	4%	4%	4%	9%	3%

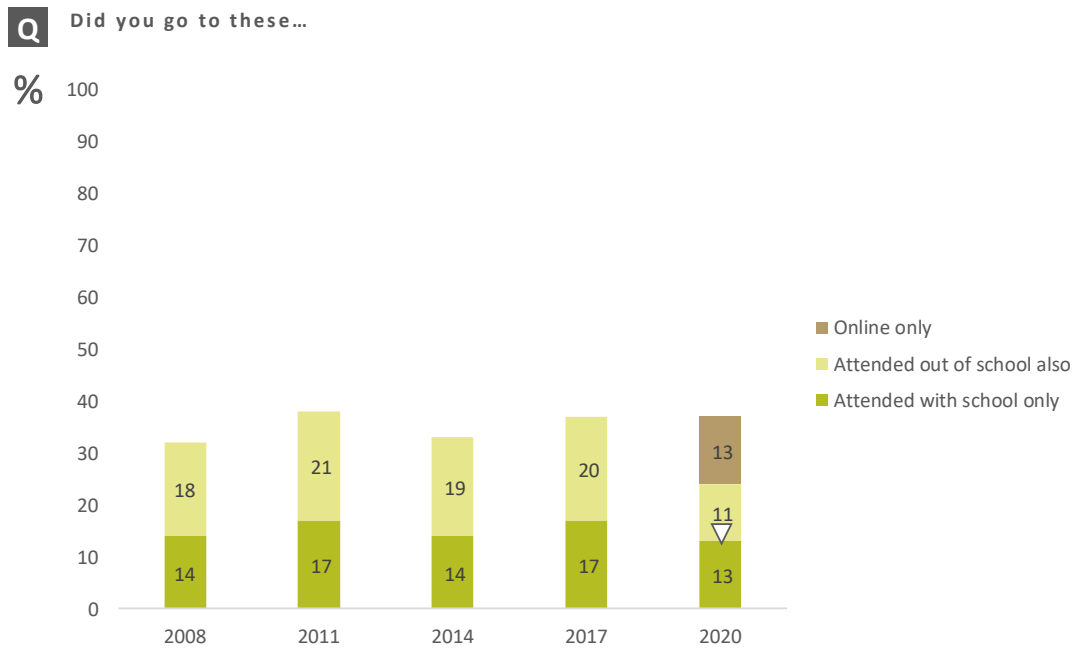
The above table shows what proportion of each subgroup are participating in various Pacific arts activities and compares this to the total population. For example, 14% of boys have participated in Pacific visual arts and crafts, while 22% of girls have done this. The proportion of boys participating in Pacific visual arts and crafts is lower than the national average (as indicated by the red font), while the proportion of girls doing this activity is higher than the national average (as indicated by the green font).

9.4.3 Pacific arts attendance

In-person attendance of Pacific arts events in the last 12 months has declined (24%, compared to 37% in 2017). This is driven by a significant drop in attendance outside of school, while school only attendance has also declined, but not significantly. In 2020, 13% have attended a Pacific arts event online.

Pacific arts overall in-person attendance	2008	2011	2014	2017	2020
Attendance (seen any Pacific arts or cultural performances, festivals, exhibitions or celebrations)	32%	38%	33%	37%	24% ▽

Figure 39: Pacific arts attendance in school or out



Note: 2020 is the first time we have split out online and in person attendance.

△ ▽ = significantly higher / lower than 2017

Base: All 10-14's; 2020 (n=754), 2017 (n=751), 2014 (n=753), 2011 (n=758), 2008 (n=1015).

9.5 Performing arts

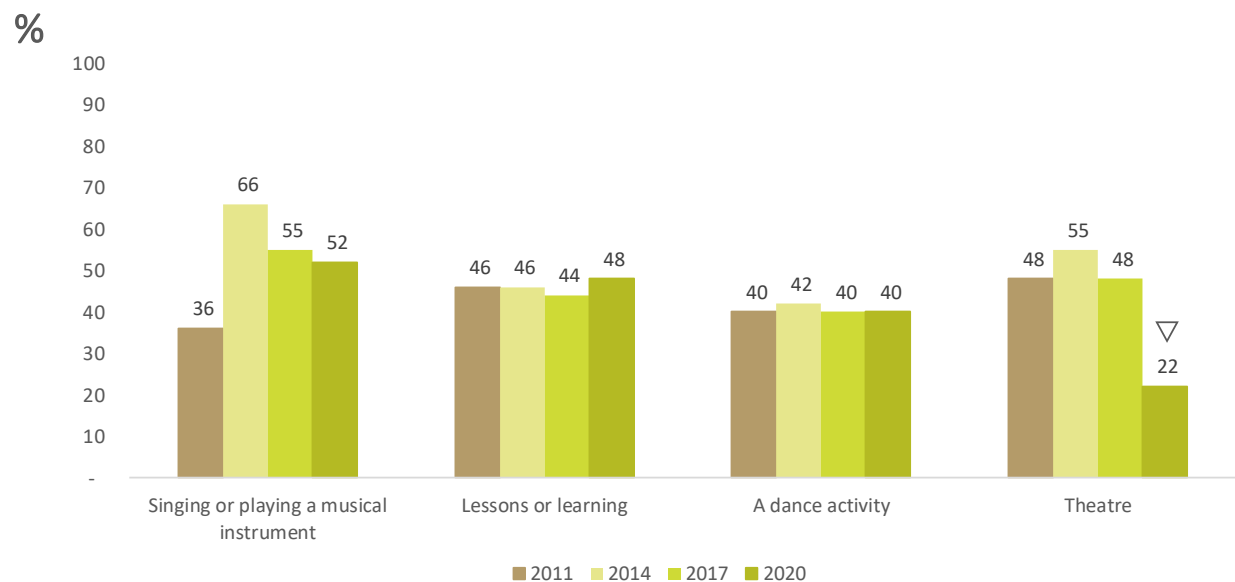
9.5.1 Performing arts participation

Most young people have participated in the performing arts in the past 12 months (81%) and this is consistent with the 2017 findings (82%). However, there has been a decline in participation in theatre which can most likely be attributed to COVID-19 restrictions and the postponement of theatre events (22%, compared to 48% in 2017).

Performing arts overall participation	2008	2011	2014	2017	2020
Participation (singing or playing a musical instrument, theatre, lessons or learning, dance activity)	76%	81%	88%	82%	81%

Figure 40: Performing arts participation by type

Q Which of these things have you done, at least once, in the last 12 months?

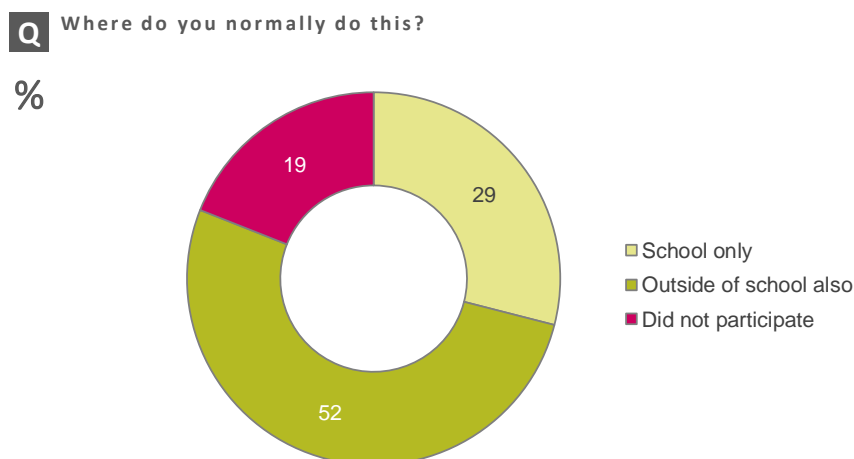


△▽ = significantly higher / lower than 2017

Base: All 10-14's; 2020 (n=754), 2017 (n=751), 2014 (n=753), 2011 (n=758), 2008 (n=1015).

Overall, half of young people have taken part in the performing arts outside of school, while 29% only take part at school.

Figure 41: Performing arts participation in school or outside



Base: All 10-14's; 2020 (n=754).

9.5.2 Performing arts participation profiles

The following demographic groups are more likely than average to participate in certain performing arts activities:

- Girls: singing or playing a musical instrument, lessons and dance
- NZ European: theatre
- Māori: dance
- Pacific peoples: dance.

	Total	Gender		Age		Ethnicity			
		Boy	Girl	10 - 12	13 - 14	NZ European	Māori	Pacific	Asian
Total (n=)	754	396	356	455	299	409	269	97	213
Singing or playing a musical instrument	52%	45%	58%	53%	50%	54%	55%	51%	51%
Lessons or learning	48%	38%	59%	51%	44%	51%	51%	58%	37%
A dance activity	40%	32%	47%	43%	35%	40%	48%	56%	33%
Theatre	22%	19%	25%	23%	20%	25%	14%	18%	17%

The above table shows what proportion of each subgroup are participating in various performing arts activities and compares this to the total population. For example, 45% of boys have participated in music making, while 58% of girls have done this. The proportion of boys participating in music making is lower than the national average (as indicated by the red font), while the proportion of girls doing this activity is higher than the national average (as indicated by the green font).

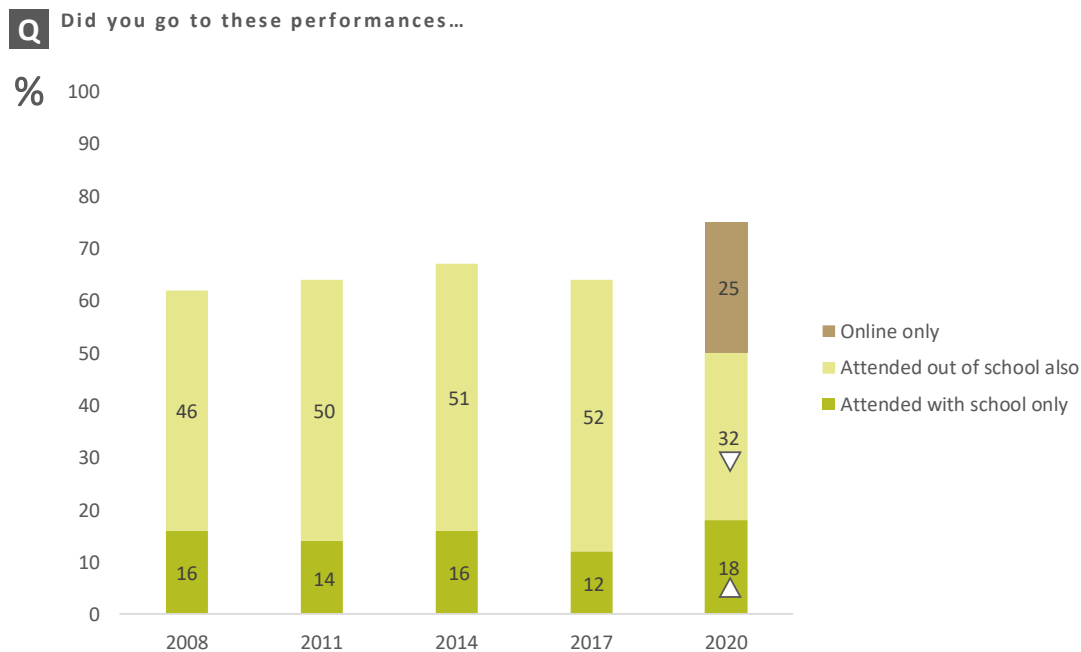
9.5.3 Performing arts attendance

Half of young New Zealanders have attended a performing arts event in-person in the past 12 months and this is down significantly since 2017 (49%, compared to 64%). Previously performing arts has had the highest levels of attendance, however this decline has now put it on a par with visual arts. In school only attendance has increased since 2017 (18%, compared to 12%), while attendance outside of school has declined (32%, compared to 52%). Again, this is likely to reflect the social and economic impact of COVID-19.

Online attendance was first measured in 2020, and a quarter of young New Zealanders have attended a performing arts event online.

Performing arts overall in-person attendance	2008	2011	2014	2017	2020
Attendance (watched any dance, theatre, music or performances)	60%	64%	67%	64%	49%

Figure 42: Performing arts attendance in school or outside



Note: 2020 is the first time we have split out online and in person attendance.

△▽ = significantly higher / lower than 2017

Base: All 10-14's; 2020 (n=754), 017 (n=751), 2014 (n=753), 2011 (n=758), 2008 (n=1015).

9.6 Visual arts

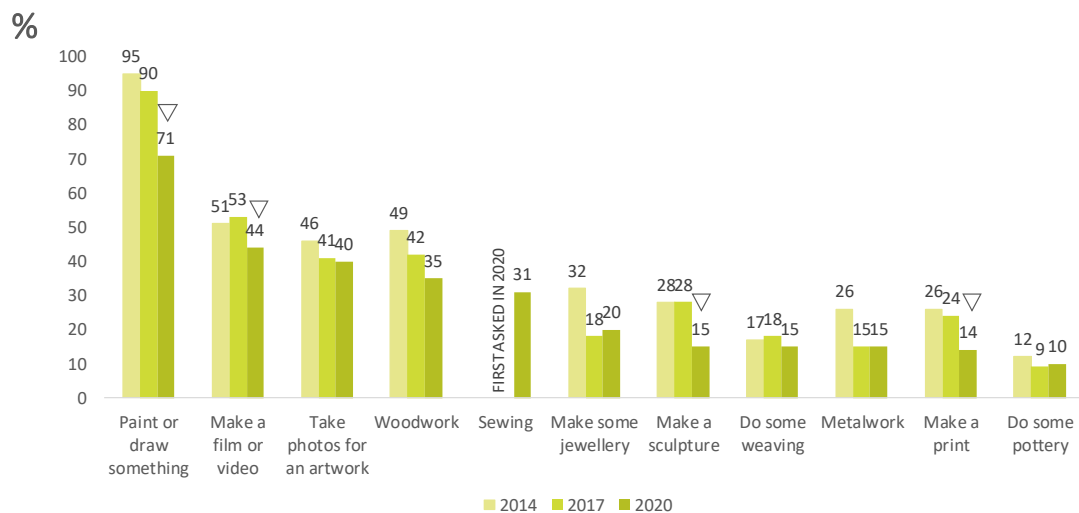
9.6.1 Visual arts participation

While overall participation in visual arts remains high, there has been a decline since 2017 (92%, compared to 97%). This is driven primarily by declines in painting and drawing, filmmaking, sculpture and print making. Participation in these visual art forms are at the lowest recorded, particularly painting and drawing which has declined by almost 20 percentage points.

Visual arts overall participation	2008	2011	2014	2017	2020
Participation (painting or drawing, film or video-making, woodwork, photography, sculpting, printmaking, jewellery-making, weaving, metalwork, pottery, sewing)	97%	97%	98%	97%	92%

Figure 43. Visual arts participation by type

Q Which of these things have you done, at least once, in the last 12 months?

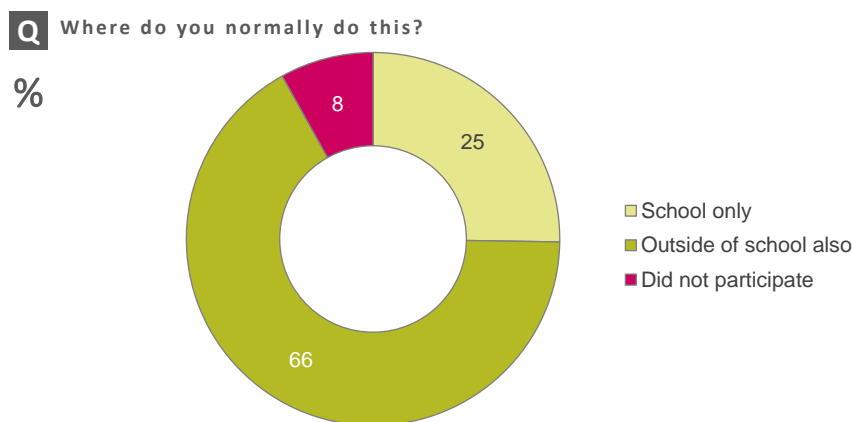


△▽ = significantly higher / lower than 2017

Base: All 10-14's; 2020 (n=754), 2017 (n=751), 2014 (n=753), 2011 (n=758).

Most young New Zealanders have taken part in the visual arts outside of school (66%), although a quarter are only taking part in school.

Figure 44: Visual arts participation in school or outside



Base: All 10 to 14 year olds 2020 (n=754)

9.6.2 Visual arts participation profiles

The following demographic groups are more likely than average to participate in certain visual arts activities:

- Girls: painting or drawing, photography, sewing, jewellery making, weaving and print making
- Boys: metalwork
- Young people aged 10 to 12 years: painting or drawing
- Young people aged 13 to 14 years: photography and woodwork
- New Zealand European: painting or drawing, film or video-making, woodwork and sewing
- Pacific peoples: jewellery making.

	Total	Gender		Age		Ethnicity			
		Boy	Girl	10 - 12	13 - 14	NZ European	Māori	Pacific	Asian
Total (n=)	754	396	356	455	299	409	269	97	213
Painting or drawing	71%	62%	80%	76%	63%	77%	69%	59%	61%
Film / video making	44%	41%	47%	42%	48%	49%	41%	41%	34%
Photography	40%	32%	49%	36%	47%	43%	38%	40%	37%
Woodwork	35%	38%	32%	32%	41%	41%	31%	34%	22%
Sewing	31%	20%	42%	28%	35%	36%	21%	22%	21%
Jewellery making	20%	8%	33%	22%	18%	21%	20%	31%	17%
Sculpting	15%	14%	16%	14%	16%	16%	12%	13%	13%
Weaving	15%	9%	21%	16%	12%	14%	16%	17%	8%
Metalwork	15%	19%	11%	12%	18%	17%	15%	17%	6%
Print making	14%	10%	19%	15%	13%	15%	11%	20%	11%
Pottery	10%	8%	13%	11%	8%	10%	6%	13%	12%

The above table shows what proportion of each subgroup are participating in various visual arts activities and compares this to the total population. For example, 62% of boys have participated in painting or drawing, while 80% of girls have done this. The proportion of boys participating in painting or drawing is lower than the national average (as indicated by the red font), while the proportion of girls doing this activity is higher than the national average (as indicated by the green font).

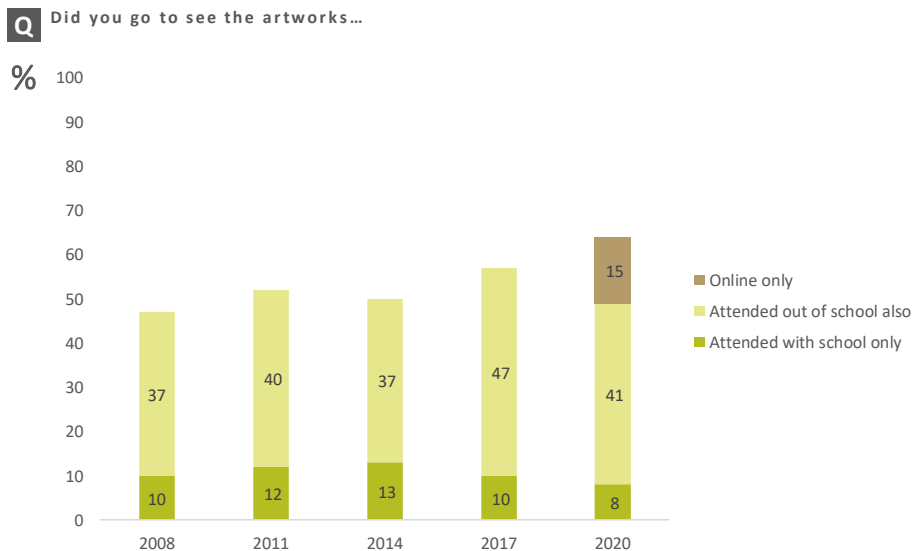
9.6.3 Visual arts attendance

We have asked about online and in-person attendance separately for the first time in 2020. It is our belief that when answering the attendance questions in the previous surveys young people were mainly thinking of attending events in person. The old questionnaire made no reference to the idea of online events. As such we believe the most meaningful comparison for attendance is to compare the 2020 'in person' attendance with the overall attendance results for previous years. This applies to all art forms (not just visual arts).

Half of young New Zealanders have attended in-person some form of visual arts. This has declined since 2017 (49%, compared to 56%). We believe this is likely to reflect the impact of COVID-19, the lockdowns, and the potential economic fall-out.

Visual arts overall in-person attendance	2008	2011	2014	2017	2020
Attendance (seen any visual artworks at an exhibition, festival, art gallery, museum, library, cinema or online)	47%	52%	50%	56%	49%

Figure 45: Visual arts attendance in school or outside



Note: 2020 is the first time we have split out online and in person attendance.

△▽ = significantly higher / lower than 2017

Base: All 10-14's; 2020 (n=754), 2017 (n=751), 2014 (n=753), 2011 (n=758), 2008 (n=1015).

10.0 Appendices

Appendix A: Sample profile

		Percentages (unweighted)	Percentages (weighted)	Counts (unweighted)
Gender	Base	754	754	754
	Boys	53%	51%	396
	Girls	47%	49%	356
	Gender diverse	<1%	<1%	2
Age	Base	754	754	754
	10 years	19%	19%	145
	11 years	21%	22%	156
	12 years	20%	21%	154
	13 years	20%	19%	150
	14 years	20%	20%	149
Ethnicity⁴	Base	754	754	754
	New Zealand European	54%	66%	409
	Māori	36%	26%	269
	Pacific peoples	13%	13%	97
	Asian New Zealanders	28%	13%	213
Region	Base	754	754	754
	Northland region	4%	4%	30
	Auckland region	33%	33%	249
	Waikato region	10%	10%	78
	Bay of Plenty region	7%	8%	54
	Gisborne region	1%	1%	8
	Hawke's Bay region	4%	4%	27
	Taranaki region	2%	2%	14
	Manawatū-Whanganui	6%	7%	44
	Wellington region	10%	10%	79
	Marlborough region	<1%	<1%	3
	Tasman region	1%	2%	11
	Nelson region	2%	1%	12
	West Coast region	1%	1%	10
	Canterbury region	13%	12%	95
	Otago region	4%	4%	27
	Southland region	2%	2%	13
Household income	Base	754	754	754
	Up to \$50,000	20%	19%	149
	\$50,001 to \$80,000	20%	18%	150
	\$80,001 to \$120,000	27%	28%	202
	More than \$120,000	21%	22%	155
	Refused	9%	9%	67
	Don't know	4%	4%	31

⁴ Ethnicity adds to more than 100% because it was asked as a multiple choice question

Creative NZ – Young people and the arts 2017

Introduction and questions to parents

We are interested in the views of young New Zealanders aged 10-14. We'd love to hear about the things that they enjoy doing both at school and in their spare time.

If you are the parent or guardian of a young person – and they complete the survey - you will receive 10 Flybuys points. The young person who completes the survey will be entered into a prize draw for a top prize of \$500, or one of ten \$50 cash prizes.

It should take about 15 minutes to complete this survey. So that the young person's views can be included we need them to finish the survey by [INSERT DATE].

The survey does not include any sensitive questions. All answers will remain confidential.

To start, just click on the link below. If needed, the survey can be stopped at any time and you or your family member can return to the same point later just by clicking on the link.

Thank you, in advance, for your family's time and your views!

S1 We're conducting a survey of young people, how many 10 to 14-year olds live with you?

None	1
One	2
Two	3
Three	4
Four or more	5

**CLOSE
GO TO S3**

CLOSE: Thank you for answering that question, however we would like to survey young people aged 10 to 14 years only. We're sure that there will be another opportunity for you or your family to take part in a survey soon.

S1a. IF S1 CODE 2: Please type the name of your child aged 10 to 14 years in the space below:
IF S1 CODE 3-5: Please type the name of your child aged 10 to 14 years whose birthday is next in the space below:
CHILD'S NAME:

We use their name in the survey to help you know who we are asking questions about. It will not be used for any other purpose.

S3 How old is [CHILD]?

Ten	1
Eleven	2
Twelve	3
Thirteen	4
Fourteen	5

ASK ALL

S4 Which ethnic group does [CHILD] belong to? They can be in more than one group.
Please select all that apply.

New Zealand European (or Pākehā)	1
Māori	2
Samoaan	3
Cook Island Māori	4
Tongan	5
Niuean	6
Fijian	16
Tokelauan	17
Chinese	7
Indian	8
Filipino	9
Korean	10
Japanese	11
Sri Lankan	12
Cambodian	13
Vietnamese	14
Another ethnic group, please tell us _____	15

S5 Which gender does [CHILD] identify with ...?

Boy	1
Girl	2
Gender diverse	3

S7i Do you live...

In the North Island	1
In the South Island	2

S7 Where [in the North Island / in the South Island] do you live?

DP: IF Q1fi =1 SHOW CODES 1 TO 20, IF Q1fi = 2 SHOW CODES 21 TO 31

Whangārei	1
Northland (outside of Whangārei)	2
Auckland city	3
Auckland region (outside of Auckland city)	4
Hamilton	5
Waikato (outside of Hamilton)	6
Rotorua	7
Tauranga	8
Bay of Plenty (outside of Rotorua or Tauranga)	9
Gisborne city	10
Gisborne region (outside of Gisborne city)	11
Napier/Hastings	12
Hawkes Bay (outside of Napier / Hastings)	13
New Plymouth	14
Taranaki (outside of New Plymouth)	15
Palmerston North	16
Whanganui	17
Manawatū-Whanganui (outside of Palmerston North or Whanganui)	18
Wellington city	19
Wellington region (outside of Wellington city)	20
Tasman region	21
Nelson city	22
Nelson region (outside of Nelson city)	23
Marlborough region	24
Christchurch	25
Canterbury (outside of Christchurch)	26
Dunedin	27
Otago (outside of Dunedin)	28
Invercargill	29
Southland (outside of Invercargill)	30
West Coast	31

S8 And which of the following best describes your total annual household income from all sources, including returns from investments, before tax?

\$20,000 or less	1
\$20,001 to \$30,000	2
\$30,001 to \$40,000	3
\$40,001 to \$50,000	4
\$50,001 to \$60,000	5
\$60,001 to \$80,000	6
\$80,001 to \$100,000	7
\$100,001 to \$120,000	8
\$120,001 to \$150,000	9
More than \$150,000	10
Prefer not to say	11
Don't know	12

Introduction for parents

This survey is all about people's attitudes and involvement in creative activities. First of all, we have some questions for you, and then we will ask [CHILD] to complete the rest of the survey. There are no sensitive questions in the survey and the questions are straightforward. It will take about 15 minutes to complete. You can watch [CHILD] complete the survey if you wish or you can leave them to it! Whatever you decide, we would prefer that they complete the survey themselves.

What to do if [CHILD] can't answer some questions:

If you suspect [CHILD] won't be able to understand all the questions or might have difficulty writing their answers, then there is an option for them to complete the survey by talking over the phone to one of our researchers. If you choose this option, you can call free phone 0508 787 787 to arrange a phone interview. If no one is available when you call, please leave a message with your phone number and times that you and [CHILD] are available, and we will attempt to re-contact you.

S9 Can you and [CHILD] fill out the survey now?

Ready now	1
At a later time	2

IF CODE 1 AT S9, GO TO 'INTRODUCTION TO YOUNG PEOPLE'.

IF CODE 2 AT S9, SAY (ON A NEW PAGE): No problem, whenever you and [CHILD] are ready to fill out the survey you can click the survey link to re-enter the survey.

Parents questions

P1a. We firstly have some questions for the parent or caregiver of [CHILD]. Can you confirm you are the parent or caregiver [CHILD]?

Yes	1
No	2

IF P1A = NO

P1b. Please pass the device to the parent or caregiver of [CHILD] before continuing.

P1. First of all, when you do creative things, how do they make you feel?

Awful	1
Not very good	2
Okay	3
Good	4
Excellent	5

DYNAMIC GRID – RANDOMISE STATEMENTS

P2. How creative do you think...

SLIDING SCALE FROM 'Not creative at all' TO 'Extremely creative'

You are	1
[CHILD] is	2

Not creative at all	1
	2
	3
	4
Extremely creative	5

DYNAMIC GRID - RANDOMISE STATEMENTS

P3. How much do you agree or disagree with the following statements?

	Strongly agree	Slightly agree	Neither agree nor disagree	Slightly disagree	Strongly disagree	Don't know
The arts and creative activities should be an important part of [CHILD's] education	1	2	3	4	5	6
Taking part in arts and creative activities will help [CHILD] get a job when they are older	1	2	3	4	5	6
You need to have talent to be able to do arts and creative activities	1	2	3	4	5	6
Taking part in arts and creative activities makes [CHILD] feel more confident	1	2	3	4	5	6
It takes a lot of time and effort to be good at arts and creative activities	1	2	3	4	5	6
Taking part in arts and creative activities helps [CHILD] make new friends	1	2	3	4	5	6
Taking part in arts and creative activities helps [CHILD] feel good about life in general	1	2	3	4	5	6
Taking part in the arts and creative activities makes [CHILD] feel good about where they come from	1	2	3	4	5	6
Taking part in or attending the arts makes [CHILD] a more well-rounded individual	1	2	3	4	5	6
The arts and creative activities are an important way for [CHILD] to connect with their culture	1	2	3	4	5	6
The arts and creative activities help [CHILD] to show who they are	1	2	3	4	5	6

P4. Does [CHILD] get to take part in or attend the arts as often as you would like?

Yes	1
No	2

ASK IF P4 = 2

RANDOMISE

P5. How come [CHILD] doesn't take part in or attend the arts as often as you would like?

They don't enjoy the arts	1
I don't have the time to take them	2
I don't know what's available	3
We can't afford to do all the creative things I would like [CHILD] to do	4
It's not easy to get [CHILD] to places to do creative things	5
There are not enough creative things nearby	6
[CHILD] is too busy with other things (such as sport)	7
We can't afford to travel to arts and creative activities nearby	
The arts and creative activities are not accessible to my child due to disability	
Another reason (please tell us)	8
I'm not sure / don't know	9

P6. Before we ask you to hand the survey over to [CHILD], are you willing to be re-contacted to participate in further research on this topic?

If you agree your contact details will be securely held by Colmar Brunton. They will not be shared with a third party and your answers will remain anonymous. We will hold your details for 24 months, after which time they will be destroyed. You will be under no obligation to participate.

Yes	1
No	2

ASK IF P6 = YES.

P7. Thanks. Please provide your name and contact telephone number.

Please be assured your personal details will not be shared with third parties and will only be used in relation to this research.

Name: _____

Telephone: _____

P8TXT. Please pass the device over to [CHILD] so they can complete the rest of the survey.

Introduction to young people

Kia ora [CHILD],

We would like to find out about some of the things you enjoy doing.

Our questions won't take you long to answer, and when you finish, you'll get a chance to win \$500, or one of ten \$50 cash prizes.

You'll find out if you've won something by **27 November 2020** because we'll contact the winners to let them know.

We'd really like it if you could answer our questions – it's important that we get thoughts and ideas from young New Zealanders across Aotearoa, like yourself.

To start the survey, just click the arrow below...

RANDOMISE THE ORDER ARTFORMS ARE SHOWN IN

Visual Arts and Craft.

RANDOMISE

Q2a Firstly we would like to ask about Visual Arts and Crafts.

Which of these things have you done, at least once, in the last 12 months?
Choose all the activities you have done.

Paint or draw something (e.g. kōwhaiwhai)	1
Make a sculpture	2
Screen printing (designs on t-shirts) or print making	3
Take photos for an artwork	4
Make some pottery	5
Sewing (e.g. tīvaevae)	
Do some weaving (e.g. rāranga)	6
Make some jewellery or adornment (e.g. 'ei katu)	7
Woodwork (e.g. whakairo)	8
Metalwork	9
Make a film or video	10
I have not done any of these things	11

GO TO Q2c

Q2b Did you do these things...

Choose as many as you need to.

At school / kura or for school homework	1
At home in your own time	2
On a marae	3
At a community venue (e.g. church hall, community hall, park, library, museum)	5
Somewhere else	4

Q2c Have you seen any visual artworks at an exhibition, festival, art gallery, museum, library, cinema or online in the last 12 months?

Remember, visual artworks include things like paintings, weaving, tukutuku and pottery

Yes, I have been to see visual artworks in person	1
Yes, I have looked at visual artworks online	4
No	2
Not sure or can't remember	3

GO TO Q3a
GO TO Q3a
GO TO Q3a

Q2d Did you go to see the artworks...

With your school/kura	1
With friends, family/whānau in your own time	2
Both with school and with friends and family/whānau	3

Performing Arts

RANDOMISE

Q3a Now we would like to ask you about the Performing Arts.

Which of these things have you done, at least once, in the last 12 months?

Choose all the activities you have done.

A dance activity (e.g. haka, hip hop, Samoan siva or ballet)	1
Theatre (e.g. acting in a play, Manu Kōrero)	2
Singing or playing a musical instrument	3
Lessons or learning (e.g. dance, theatre, singing, music, church choir or kapa haka practice)	4
I have not done any of these things	5

GO TO Q3c

Q3b Did you do these things...

Choose as many as you need to.

At school / kura or for school homework	1
At home in your own time	2
On a marae	3
At a community venue (e.g. church hall, community hall, park, library, museum)	5
Somewhere else	4

Q3c Have you watched any dance, theatre, music or performances in the last 12 months?

Yes, I watched one or more of these in person	1
Yes, I watched one or more of these online	4
No	2
Not sure or can't remember	3

GO TO Q4a
GO TO Q4a
GO TO Q4a

Q3d Did you go to these performances...

With your school/kura	1
With friends or family/whānau in your own time	2
Both with school and with friends and family/whānau	3

Literature

RANDOMISE

Q4a Now we would like to ask you about literature.

Which of these things have you done, at least once, in the last 12 months?
Choose all the activities you have done.

Written a story	1
Written a poem	2
Written a blog	4
Created a comic strip	5
Written song lyrics	6
I have not done any of these things	3

GO TO Q4ai

Q4b Did you do these things...

Choose as many as you need to.

At school / kura or for school homework	1
At home in your own time	2
On a marae	3
At a community venue (e.g. church hall, community hall, park, library, museum)	5
Somewhere else	4

Q4ai Which of these things have you read, at least once, in the last 12 months?

Choose all of the things you have read.

Read a story	1
Read a poem	2
Read a blog	4
Read a comic strip	5
Read song lyrics	6
I have not read any of these things	3

GO TO Q4c

Q4bi Did you read these things...
Choose as many as you need to.

At school / kura or for school homework	1
At home in your own time	2
On a marae	3
At a community venue (e.g. church hall, community hall, park, library, museum)	5
Somewhere else	4

Q4c Have you gone to any spoken word or poetry readings, Manu Kōrero and Pasifika speech competitions, book readings or book festivals in the last 12 months?

Yes, I went to one or more of these in person	1
Yes, I went to one or more of these online	4
No	2
Not sure or can't remember	3

GO TO Q5a
GO TO Q5a
GO TO Q5a

Q4d Did you go to these readings, speech competitions or book festivals...

With your school/kura	1
With friends or family/whānau in your own time	2
Both with school and with friends and family/whānau	3

Pacific Arts

RANDOMISE

Q5a Now we would like to ask you about Pacific Arts.

Which of these things have you done, at least once, in the last 12 months?
Choose all the activities you have done.

Pacific visual arts and craft (e.g. painting, weaving, tīvaevae, design)	1
Pacific dance (e.g. Tongan tau'olunga, Tokelauan hiva)	2
Pacific theatre (e.g. taken part in Pasifika plays, poetry or spoken word)	
Pacific music (e.g. singing Pasifika songs or playing Pasifika instruments)	6
Pacific literature (e.g. written Pasifika stories, poetry, graphic novels, creative blogs or essays)	7
Pasifika arts and cultural events (taken part in Polyfests, Pasifika Festivals, or Pasifika Speech Competitions)	3
Digital Pacific arts (e.g. created Pasifika video content or podcasts)	4
I have not done any these things	5

GO TO Q5c

Q5b Did you do these things...
Choose as many as you need to.

At school or for school homework	1
At home in your own time	2
On a marae	3
At a community venue (e.g. church hall, community hall, park, library, museum)	5
Somewhere else	4

Q5c Have you seen any Pacific arts or cultural performances, festivals, exhibitions or celebrations in the last 12 months?

This could include Polyfest, Pasifika Festivals and Pasifika speech competitions

Yes, I saw one or more of these in person	1
Yes, I saw one or more of these online	4
No	2
Not sure or can't remember	3

GO TO Q6a
GO TO Q6a
GO TO Q6a

Q5d Did you go to these...

With your school/kura	1
With friends or family/whānau in your own time	2
Both with school and with friends and family/whānau	3

Ngā Toi Māori

RANDOMISE

Q6a Now we would like to ask you about Ngā Toi Māori (Ngā Toi Māori).

Which of these things have you done, at least once, in the last 12 months?
Choose all the activities you have done.

Kai mā te Whatu - Māori visual arts and crafts (e.g. rāranga, whakairo, whatu kākahu, tāniko, tukutuku, design, photography, sculpture)	1
Kanikani - Māori dance (e.g. haka, poi, mau rākau)	2
Whakaari - Māori theatre (e.g. taken part in Māori plays, mōteatea, poetry, kapa haka or spoken word)	
Puoro - Māori music (e.g. singing waiata or playing Māori instruments)	6
Tuhinga - Māori literature (e.g. written stories, poetry, graphic novels, creative blogs or essays)	
Ngā Toi Māori and cultural events (taken part in Hui Ahurei, Regional Kapa Haka Festivals, Polyfests, Manu Kōrero)	
Digital Ngā Toi Māori (e.g. created Māori video content or podcasts)	4
I have not done any these things	5

GO TO Q6c

Q6b Did you do these things...
Choose as many as you need to.

At school / kura or for school homework	1
At home in your own time	2
On a marae	3
At a community venue (e.g. church hall, community hall, park, library, museum)	5
Somewhere else	4

Q6c Have you seen any Ngā Toi Māori or cultural performances, festivals, exhibitions or celebrations in the last 12 months?
This could include Matariki arts events, Toi Ahurei, Polyfest, Manu Kōrero, regional Kapa Haka festivals

Yes, I saw one or more of these in person	1
Yes, I saw one or more of these online	4
No	2
Not sure or can't remember	3

GO TO Q7a
GO TO Q7a
GO TO Q7a

Q6d Did you go to these...

With your school/kura	1
With friends or family/whānau in your own time	2
Both with school and with friends and family/whānau	3

Digital art

Q7a Now we would like to ask you about art that uses digital technology or art that is online

In the last 12 months, have you used a phone, computer, tablet or digital platform (such as Instagram, You Tube or TikTok), to **make your own** art?
This includes things like making music, drawing, painting, photography, design, and making or editing a film.

Yes	1
No	2
Not sure / don't know	3

GO TO Q7d
GO TO Q7d

Q7b Where do you normally do this?
Choose as many as you need to.

At school / kura or for school homework	2
At home in your own time	1
On a marae	3
At a community venue (e.g. church hall, community hall, park, library, museum)	5
Somewhere else (please tell us)	4




Q7c Which of the following have you created using a phone, computer or tablet?
Choose all types of art you have created.

Written stories, poems or lyrics	1
Edited or produced a film	2
Composed music	3
Graphic design	4
Edited digital photographs for an artwork	5
Another type of art (please tell us)	6

How the arts make you feel

Q10a The last set of questions are about how arts make you feel.

When you do creative things, how do they make you feel?

1	2	3	4	5
				
Awful	Not very good	Okay	Good	Excellent

Q10b Why do the arts make you feel [answer from Q10b]?
Please type in your answer below

Q10c Do you do arts and creative activities ...

More than you would like	1
About as much as you like	2
Less than you would like	3

GOTO Q10d
GOTO Q10f
GOTO Q10e

ASK IF Q10c = 1

RANDOMISE

Q10d Why do you do these things more than you would like to?

Choose as many answers as you like.

I have to do them at school/kura	1	GOTO Q10f
My parents make me do them when I don't want to	2	GOTO Q10f
My friends do it so I feel like I have to	5	GOTO Q10f
My family/whānau do it so I feel like I have to	6	GOTO Q10f
I've always done it	7	GOTO Q10f
I think it will help me in the future	8	GOTO Q10f
Another reason (please tell us)	3	GOTO Q10f
I'm not sure / don't know	4	GOTO Q10f

\

ASK IF Q10c = 3

RANODMISE

Q10e What stops you from doing arts and creative activities more often?

Choose as many answers as you like.

My family can't afford to travel to arts and creative activities near me	21
The arts and creative activities I want to do are not accessible for me (I can't hear, see or physically take part in the activities)	22
I don't think I'm very good at creative things	1
I don't know where to go to do creative things	2
I don't know how to get involved in arts and creative activities	3
We can't afford to do the creative activities I would like to do	4
I don't have enough time to do the creative activities I would like to do	5
It's not easy to get to places where I can do creative activities	11
There are not enough creative activities to do near me	6
None of my friends are interested	9
I feel too shy to take part	10
I'm too busy doing other things (such as sports)	15
I've never done creative activities before	16
I'm not confident enough	17
My parents aren't that keen for me to do more creative activities	18
My family or parents aren't that interested in creative activities	19
I'm scared people will judge me or my art	20
Another reason (please tell us)	7
I'm not sure / don't know	8

ASK IF Q10c = 3

RANDOMISE

Q10ei What would encourage you to take part in more arts and creative activities?

Choose as many answers as you like.

If my friends went	1
If there were more arts and creative activities near where I live	2
If there were better arts and creative activities near where I live	3
If the arts and creative activities were cheaper	4
If the arts and creative activities were free	5
If we had better internet access to take part in the arts and creative activities online	
If I had more time	7
If there was support to help me travel to arts and creative activities	
If arts and creative activities were designed so I could access them	
If the arts and creative activities were more interesting	8
If I was encouraged to go by my family	10
Another reason (please tell us)	11
I'm not sure / don't know	12
Nothing, I go as much as I like	13

Q10f What do your friends think about the arts?

Most of my friends really like the arts	1
Some of my friends like the arts and some don't	2
Most of my friends don't like the arts	3
I'm not sure / don't know	4

ASK ALL

RANDOMISE

Q10h Which of these would you like to be more involved with?

Choose as many answers as you like.

Visual arts (e.g. painting, rāanga, sculpting, photography, or film)	1
Performing arts (e.g. kapa haka, dance, theatre, fale aitu, or music)	2
Literature (e.g. reading or writing stories, graphic novels, poems, or lyrics)	3
Pacific arts (Pacific visual arts, performing arts, literature or digital arts)	4
Ngā Toi Māori (Māori visual arts, performing arts, literature or digital arts)	5
Digital art (art using a computer, tablet, phone or digital platform e.g. TikTok, YouTube, Instagram)	6
None of these	7

ASK ALL

Q10i How creative are you?
Please move the slider below.

SLIDING SCALE FROM 'Not creative at all' TO 'Extremely creative'

Not creative at all	1
	2
	3
	4
Extremely creative	5

Q10j How much do you agree or disagree with the following statements about the arts?

There are no right or wrong answers.

DYNAMIC GRID – RANDOMISE STATEMENTS

	Strongly agree	Slightly agree	Neither agree nor disagree	Slightly disagree	Strongly disagree	Don't know
The arts and creative activities help me to show who I am	1	2	3	4	5	6
Taking part in arts and creative activities helps me feel good about life in general	1	2	3	4	5	6
Taking part in the arts and creative activities makes me feel good about where I come from	1	2	3	4	5	6
Taking part in arts and creative activities make me feel more confident	1	2	3	4	5	6
It takes a lot of time and effort to be good at arts activities	1	2	3	4	5	6
The best part of taking part in arts activities is seeing the end result	1	2	3	4	5	6
Taking part in arts activities helps me make new friends	1	2	3	4	5	6
Taking part in arts or creative activities will help me get a job when I am older	1	2	3	4	5	6
You need to have talent to be able to do arts activities	1	2	3	4	5	6
The arts are an important way of connecting with my culture	1	2	3	4	5	6