

Creativity



Facilitation Protocol

Standards

Creativity

-> namely, how to actualize one's natural potential through activity pertaining to various fields of art (music, the visual and graphic arts, as well as other creative fields).

SDG Connection: 4

Format

This lesson is designed for small group, and/or full class discussions to occur over 1-2 50-minute sessions.

Materials

- Notecards or cut paper
- Writing utensils
- Access to phones or laptops, printing, audio player (all optional)

Purpose

What does it mean to be *creative*? Many people describe themselves as “not creative people”, but to be creative simply means to take the risk in putting out original ideas. We can express creativity in many ways such as art, music, and design, but it can also take the form of accounting, teaching, and athletics. When we take the time to “stretch” our creativity by trying something new, we are practicing our ability to be creative. In this lesson, you will explore your creativity in coming up with complex, weird ideas.

Introduction

At some point in our lives, everyone is “creative.” People are not born creative, it is a skill that is honed overtime as a result of taking creative risks. When we try out new ideas that go against the mold, we in-turn become more creative individuals. Further, when we say “creative”, it doesn’t necessarily mean we’re talking about traditional art – we can be creative in how we accomplish a goal or do our work more efficiently, or perhaps in how we communicate a story or sell someone on an idea. There’s many ways to be creative!

Consider: what does it mean to be “creative”?

When was the last time you felt you did something creative? What was it?

Would you describe yourself as a “creative person”? Why or why not?

If you were to see creativity as a skill, what could you do to practice it?

For example, taking risks in one’s daily life toward trying out new ideas, even if they’re not traditionally “artistic.”

Brainstorming Activity

In this activity, we will think outside the box to create a variety of different creative pieces. There are endless possibilities! To create fast, low-risk high-reward opportunities, we will create a lot of artwork quickly.

At this point, pass out pre-cut sheets of paper or notecards. Students will need writing utensils to draw, and/or any digital tools to create work that way. If students create digital work, it can be referenced on the card itself (such as to look at someone's screen) or printed. Utilize a timer to track rounds.

If this activity is being done with a large group of students (e.g. over 8), it's highly recommended to break them into small groups. The max size of a group should be ~10 people, and will work with groups as small as 4.

In the next 20 minutes, create as many pieces of artwork as you'd like. This can be done using paper and paper as a drawing, written as a poem or story, created digitally as a design, creating a collage, or even written as music. Utilize the tools around you to create your art!

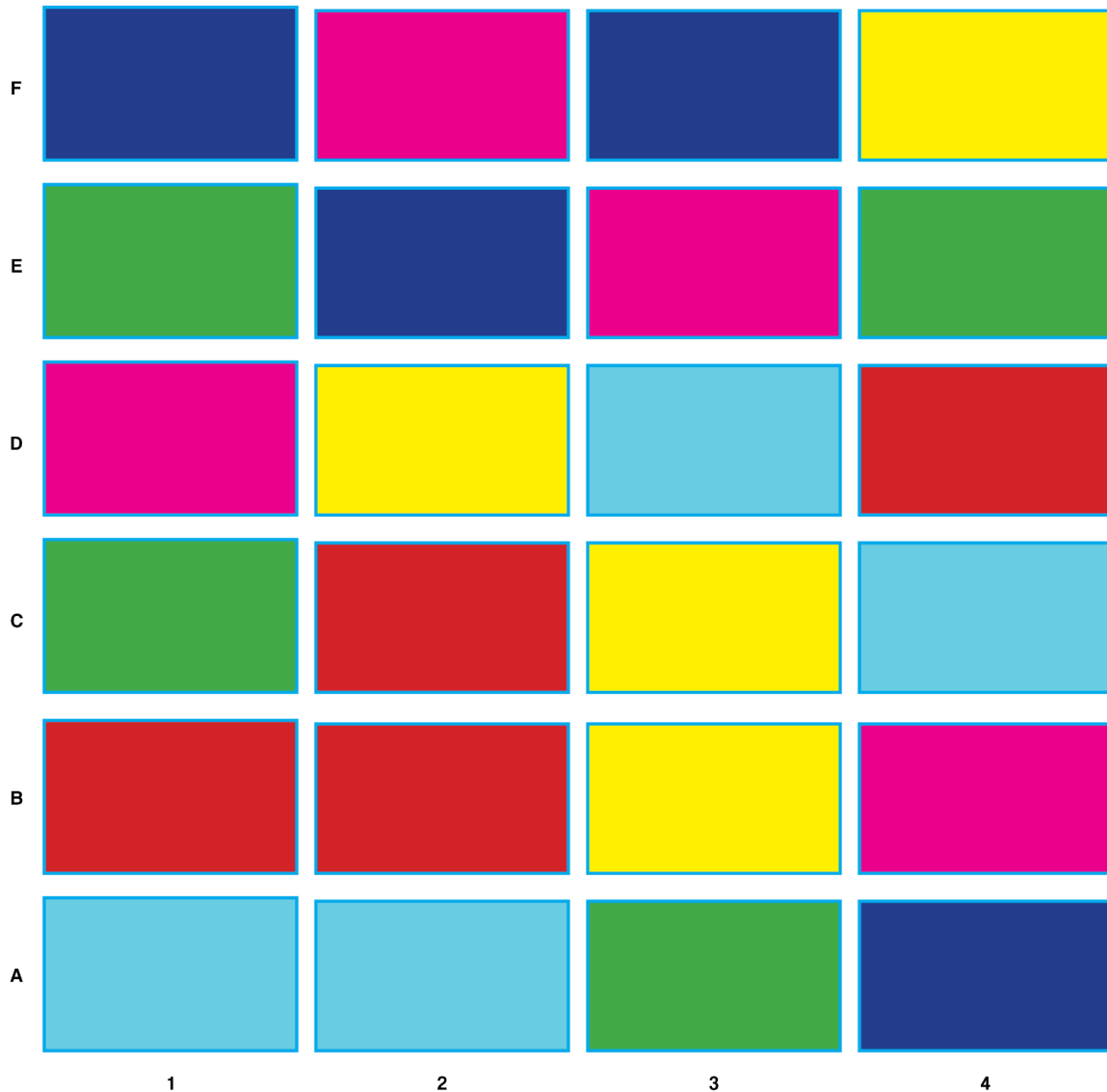
Each piece of art should be on a separate notecard. If you are doing something on a computer, you'll either print your work or reference it on the notecard (e.g. "Lilly's Music Piece #1" written on the notecard.)



This should generate a lot of art! Your art can be about whatever you want. However, each piece of artwork should be different than the last. They should not all be the same thing or reflect the same mood!

Analysis

Now, your group or class should now have a considerable amount of artwork. Lay out the artwork in a randomized grid on a centralized table or the floor. The grid can be read as follows:



Now, we'll play a game to help develop your ability to analyze each other's artwork! Form teams so that there are ~4-8 total groups. For example, if there's 8 people playing, you would want groups of ~1-2

Give everyone a chance to observe the artwork and music.

This is a point scoring system divided into rounds. In each round, you have the ability to earn points up to the number of teams.

- 1) Have one team start the round. After this round, the order goes around the room clockwise.
- 2) That player will look at the artwork and choose a phrase or word that describes one of the images present. They will secretly write the coordinates of the image, then share their prompt aloud.
- 3) The other teams then discuss amongst themselves what the image might be. They will secretly write the coordinates. (e.g. "2, B")
- 4) The current round's team will then reveal the coordinates of their choice.

Scoring is then done as follows:

- 1) If the current round's team has *everyone* choose their art, they receive *zero* points. All other teams receive 2 points.
- 2) If the current round's team has *some players* choose their art, they receive 3 points. All other teams who chose this art receive 1 point.
- 3) If the current round's team has *no* players choose their art, they receive 0 points *and* all artwork chosen receives points based on the player who created it. For example, if Team 3 had 2 of their player's artwork chosen as the correct answer, they'd receive 2 points. The current round's team can still earn points in this way.

Therefore, the goal of the current round's team is to choose a prompt that's plausible for the artwork they've chosen, but not so obvious that every single player chooses their option.

For example, consider that this is the image you select coordinates for (such as being located at 3, C).



Consider how you would describe this image:

- Moods: Sad, Depressing, Relaxing, Calm
- Nouns: Umbrella, Clouds, Rabbit, Hill
- Pop Culture: Singing in the Rain, Zootopia

Then, look at the board. Remember, you don't want *everyone* to pick your chosen image!

Therefore, find a word you could use to describe your image *and a few other images*. You don't want to choose a description that's *too* broad, as you want some people to choose this image as well.

After 3x the number of rounds are played as the number of teams (e.g. play 12 rounds with 4 teams), the game concludes and the top team is the victor!

Example Rounds (for a 4 team game)

Example #1

1. Team 1 starts the game. They look at the various artwork and secretly write, "B-3." They then say the prompt "Out on the farm."
2. The other teams then discuss what they might be describing. Team 2 writes B-3, Team 3 writes C-1, and Team 4 writes C-1.
3. In this instance, Team 1 would receive 3 points because **some teams** chose their art, and Team 2 would receive 1 point for pairing with them.
4. Team 2 then restarts the process.

Example #2

1. Team 1 starts the game. They look at the various artwork and secretly write, "C-4." They then say the prompt "Dreamy."
2. The other teams then discuss what they might be describing. Team 2 writes C-4, Team 3 writes C-4, and Team 4 writes C-4.
3. In this instance, Team 1 would not receive *any* points as **all other teams** picked their image. Teams 2, 3, and 4 all receive 2 points.
4. Team 2 then restarts the process.

Example #3

1. Team 1 starts the game. They look at the various artwork and secretly write, "A-1." They then say the prompt "Harry Styles."
2. The other teams then discuss what they might be describing. Team 2 writes A-4, Team 3 writes B-2, and Team 4 writes B-3.

3. In this instance, Team 1 would not receive *any* points as **no one** picked their image. Instead, teams receive points based on who created the images. A-4 and B-2 were both created by a player on Team 4, so Team 4 receives 2 points. B-3 was created by a player on Team 1, so Team 1 receives 1 point.
4. Team 2 then restarts the process.

Consider This

What do you think the purpose of this activity is? How does it showcase creativity? Consider both creativity in the actual creation process, as well as the game itself.

People not only used creativity to create random artwork, but they had to think creatively about creating choices on prompts that are specific enough for something to be chosen, but not so specific that they're the **only** one chosen.

Why would it be important to practice creativity as a skill? What could it be useful for?

Both practically and professionally, creativity allows us to flourish as individuals. We utilize these skills to not only better our lives and produce imaginative ideas, but to innovate throughout our daily lives and improve society.

What is the next thing you could do to hone your creative skills?

Reflect

How would you rate your understanding of this concept? <i>Place an "X" in the corresponding box below.</i>				
				

How has your understanding of this concept changed as a result of this lesson?

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Which individual or community actions could this activity inspire?

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What *is* creativity? Is it possible for anyone to be creative?

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Take it Further

Community Connection A symbol and gathering spot of one's local community is often a mural: something that highlights the community, its history and inhabitants. Conceptualize what a mural would look like for your school or local community. What would it include? Make a proposition: is this something you could take on?	Community Connection Great art is often done in partnership with others. Reach out to local artists to listen, learn, and improve on. Who are the great local artists of your area? What do they specialize in? Research more about them and conduct interviews on their tips and techniques. Then, use this work to inform your own.	Take Action Build upon your artist portfolio: whether it be music, traditional or digital art, photography, or something else — utilize this time to perfect your class. Identify coursework, specific practice goals, or ways to collaborate with others and improve upon your work. Take risks with your work: see what original ideas you can create!
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Media

<u>Steal Like an Artist</u> (Book) "Nothing is original, so embrace influence, school yourself through the work of others, remix and reimagine to discover your own path. Follow interests wherever they take you—what feels like a hobby may turn into your life's work."	<u>99% Invisible</u> (Podcast) "99% Invisible is a sound-rich, narrative podcast hosted by Roman Mars about all the thought that goes into the things we don't think about — the unnoticed architecture and design that shape our world."	<u>Awwwards</u> (Website) Awwwards is a crowdsourced web design collective, highlighting the best designed websites that offer creativity, professionalism, and innovative designs. Each day, a new site is selected for an "awwward" based on community votes.
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Extend

Language Arts Creative writing is a skill set that will always be needed: whether for personal or professional life. Have students create a	Mathematics Creativity isn't only reserved for the humanities! Open-ended questions make students think outside of the box about
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"choose your own adventure" story on a topic of their choosing. Use a free tool like Twine to assist students in the process.	problems. Develop yourself, and/or have students develop, open-ended questions that require math to solve. Instead of providing a solution, encourage students to use their imaginations in various solutions to each problem.
Science Creativity and science are both intrinsically and extrinsically linked: experimentation is an inherent part of creativity, and creativity <i>itself</i> has been studied through the use of science. Consider having students learn about different forms of artistry: such as color psychology or the color light spectrum, and have students design and test hypotheses on the topics.	Social Studies What does it mean to be "creative"? Many people describe themselves as "not being a creative" person, but there's much more to this idea than simply drawing. Have students deconstruct the term, showcasing how "creativity" is utilized in everything from art to accounting, as well as in various cultures and contexts.
Art For students who struggle with illustration, art can be a daunting task. Challenge students to create collages using magazines and other print media, teaching the principles of design that let the artwork flourish.	Physical Education In health and wellness, creativity is an applicable skill in understanding how to maintain a healthy lifestyle beyond a linear look at gyms and dieting. Consider what other ways people can be healthy, such as nature photography or becoming a part-time community dog walker.