"A man paints with his brains and not with his hands."
Michelangelo Buonarroti (1475–1564), Italian Renaissance artist.
Creativity involves the invention and the assimilation of new thinking and its integration with existing knowledge.

Teacher: How can I know my students better, to unlock their language so they see themselves in the context of what they will be learning?
"It would be a mistake to ascribe this creative power to an inborn talent. In art, the genius creator is not just a gifted being, but a person who has succeeded in arranging for their appointed end, a complex of activities, of which the work is the outcome. The artist begins with a vision — a creative operation requiring an effort. Creativity takes courage."

Henri Matisse (1869–1954), French modernist artist.

Creativity is an essential aspect of innovation. It is both spontaneity and deliberate.

Teacher: Engagement comes first then comprehension comes next!
Kathy Lundy
Creativity does not occur in a vacuum. Art making is a process that can be cultivated by establishing conditions that encourage and promote its development.

Teacher: What atmosphere am I creating for learning that affects the nature of the learning itself? What kind of pedagogy does this student need? Wellness, self image, confidence, relationship, communication, engagement, etc.

How do I respect my students’ differences? Have I considered Differentiated Instruction to honour other Intelligences? I cannot treat my students all the same.
A setting that is conducive to creativity is one in which students are not afraid to suggest ideas and take risks.

Teacher: Students develop their own creative minds. The learning environment is one where students feel safe and accepted.

Curriculum has to be open ended, relevant, responsive to their needs that allows for opportunities for students to find their own solution to problems.
The creative process in the arts is intended to be followed in a flexible, fluid, and cyclical manner.

Teacher: How do we shape our art programs so that we have:
1. Teacher sense of student
2. Student sense of self
3. Teacher sense of self (self actualization, risk taking, and forgiveness.)
The Creative Process

- Challenging and Inspiring
- Imagining and Generating
- Planning and Focusing
- Exploring and Experimenting
- Producing Preliminary Work
- Revising and Refining
- Presenting, Performing, and Sharing
- Reflecting and Evaluating
- Feedback (from Peers and Teacher) and Reflection
Woven into each stage of the creative process there is ongoing feedback and structured opportunities for students to engage in reflection and metacognition.
Assessment by teacher, peers and student is used to enhance students’ creativity. Communication and reflection that occurs during and after the process of problem solving help students not only articulate and refine their thinking but also to see the problem from different perspectives.
Teachers must believe and have high expectations that all students will get there!

By asking for the impossible we obtain the best possible.

(Giovanni Nicollini)