Why My 5th Graders Will Rule the Future!

Presented by Bob Reeker & Lorinda Rice
Lincoln Public Schools, Lincoln, Nebraska
Saturday, March 28
1:00p-1:50p

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www.lps.org, type b3ri in search box
"The last few decades have belonged to a certain kind of person with a certain kind of mind—computer programmers who could crank code, lawyers who could craft contracts, MBAs who could crunch numbers. But the keys to the kingdom are changing hands. The future belongs to a very different kind of person with a very different kind of mind—creators and empathizers, pattern recognizers and meaning makers. These people-artists, inventors, designers, storytellers, caregivers, consolers, big picture thinkers—will now reap society's richest rewards and share its greatest joys."

Daniel Pink
Mr. Pink,

I am in the process of re-reading your book, "A Whole New Mind". It is an amazing piece of literature. I heard you speak to the NAEA National Convention a few years back; I was inspired! As an educator and specifically an arts educator, you are speaking my language. I always give a copy of the book to my student teachers and am currently working with my principal to use your book for a whole-staff study group. Wish me luck!

As I am re-reading the book, I can't help but think of the implications for children. Have you tried to apply the principles and specifically the Six Senses to school-aged children? I would love to explore the concepts of your book with elementary-aged (ages 8-12) children in some fashion. Are you able to give me some direction on how this could be done in a meaningful way?

With deepest thanks,
Bob Reeker

August 3, 2008
Bob --
Thanks for the note and the kind words about A WHOLE NEW MIND. Much appreciated.

Yes, I think there are all kinds of implications for children. But I'm no expert in child development. Nor am I an educator. So I'm relying on people like you to try cool stuff -- and share best practices with others. That's not a systematic approach, of course. But I do think it's a way for innovators like you to get up to speed fast.

Beyond that, I'd simply recommend trying some of the exercises in the book with kids in that age range. You might have to retrofit them a bit. But I think most of them are pretty applicable. And you might find some especially powerful. Let me know how it goes.

Meantime, thanks again for being in touch.

Cheers,
Dan

August 3, 2008
Mr. Pink,

Thank you for your response and so prompt! I appreciate your honesty in the application for young children.

Since writing you, I've begun to think of activities I could do with young children in relation to the Six Senses:
design - give students a poorly designed problem and have them rework the problem to improve it.
story - adult provides a story and ask students to sketch images according to the story; there would be many variations on this.
symphony - any of the activities from "Drawing from the Right Side of the Brain".
empathy - shared drawing activities.
play - fantasy drawing.
meaning - collage images of what's most important to students.

Any input you have for the activities would be much appreciated. I hope to implement these ideas this fall for students, grades 3-5.

Take care,
Bob

August 3, 2008
i think the idea of letting kids design is excellent. a related approach would be for them to take something in their classroom, school, environment, that isn't working as well as it should - and redesign it. they might surprise you.

cheers,

dp

August 3, 2008
A Whole New Mind

By Daniel Pink

Research about Creativity and Ingenuity
We must develop creative thinking!

- Important to solve problems in unique and novel ways
- Developing new ideas and work results in a stronger society and economy
- Brains can do many things computers can not do
Six Concepts by Pink

- Design
- Symphony
- Empathy
- Story
- Play
- Meaning
• What do we mean by it?
  Function and aesthetics are equally important

• How can we develop this idea?
  Create and/or redesign novel solutions to problems

• The art problem to solve...
  Given an image and a function, redesign the image to best meet the function keeping the image visually appealing
Design Thingamagiggy

obstacle course

1. changed base shape
2. made lines vertical & horizontal
3. used a variety of shapes
Design

Thingamajiggy

obstacle course

1. buttons instead of lines
2. Added color
3. Changed thickness

Design

Thingamajiggy

Satellite

1. I changed the base from flat to a dish.
2. I have more thingamagiggies sticking out.
3. I made it the color of the flag because it's on the moon.
4. I made it taller.
• What do we mean by it?
  Synthesizing images to work as a whole

• How can we develop this idea?
  Look at the big picture, how to the parts fit together

• The art problem to solve...
  Given three images, synthesize them to create something new and novel
• What do we mean by it?
  The ability to understand and care for others

• How can we develop this idea?
  Use art to express feelings of respect and care

• The art problem to solve...
  Each artist will begin a drawing of choice on any theme or topic. Drawings will be passed to neighbors for each to add to the drawings. One must respect and honor the work done by others prior to them without defacing the image.
Katherine

Maddy D.
• What do we mean by it?
  the ability to tell a story that makes sense
• How can we develop this idea?
  develop skills in using words AND images to tell stories
• The art problem to solve...
  Given the following puns, use imagery to tell the story visually.
There was once a cross-eyed teacher who couldn't control his pupils.

The cat took up computer lessons in hopes of mastering its grip on a mouse.

When fish are in schools they sometimes take debate.

Eating too many healthy snacks when studying for a test is called cramming.

www.punoftheday.com
The cat took up computer lessons in hopes of mastering its grip on a mouse.

eating too many healthy snacks when studying for a test called cramming.

Ryan

Eledon
Story: There once was a cross-eyed teacher who couldn’t control his pupils.
• What do we mean by it?
  Fun, whimsy, light-heartedness both in work and play

• How can we develop this idea?
  Find the fun and happiness in what we create

• The art problem to solve...
  Using the categories of person, place, and thing, students choose one from each category and draw a picture that shows fun and whimsy.
<table>
<thead>
<tr>
<th>PERSON/ANIMAL</th>
<th>PLACE</th>
<th>THING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Fairy</td>
<td>1 Underwater</td>
<td>1 teddy bear</td>
</tr>
<tr>
<td>2 Unicorn</td>
<td>2 Crater on the Moon</td>
<td>2 umbrella</td>
</tr>
<tr>
<td>3 Ogre</td>
<td>3 Mountain top</td>
<td>3 mushroom</td>
</tr>
<tr>
<td>4 Wizard</td>
<td>4 Cave</td>
<td>4 baseball cap</td>
</tr>
<tr>
<td>5 Leprechaun</td>
<td>5 Land of Lollipops</td>
<td>5 baby bottle</td>
</tr>
<tr>
<td>6 Hobbit</td>
<td>6 Zoombini World</td>
<td>6 round table</td>
</tr>
<tr>
<td>7 Herbie Husker</td>
<td>7 Playground</td>
<td>7 wand</td>
</tr>
</tbody>
</table>
Barrett

Maddie

2-7-12

Play-Unicorn
Place—Land of Lollipops
Thing—Wgnd

Give me your goat

NEVE
AAA
AAA
AAA
AAA
AAA
• What do we mean by it?
  The ability to understand the purpose(s) in life

• How can we develop this idea?
  Spend time reflecting what is most important to us

• The art problem to solve...
  Using a bulls eye symbol, students draw imagery and symbols representing things and ideas that are important to them. Those items most important will be in the center; items least important will be on the outer edge.
Yashua
Inspire me to: Create

Symphony | Design | Play
Story | Empathy | Meaning

DESIGN

Design is considering both function and aesthetics (beauty) when creating something.

Bob Reiker, Eastridge Elementary Visual Art and Integrated Technology Specialist has created a series of sketch activities that can assist learners in developing creativity and critical thinking.

Try it! Begin with a basic black and white drawing using lines and shapes. You can use this one (to the right) or draw your own.

1. Select an object of interest. It doesn’t have to connect to the drawing in any way. Examples include a satellite, an obstacle course, a blender, a firetruck. Using elements from the basic drawing, (re)design the object of interest. Remember, you must consider both the function as well as the look of the new design. Add color if it enhances the design.

2. Submit your creative solutions to zbahr@lps.org. Include the artist’s name, school and grade level in the email. We’ll feature some of the best in our next issue and online at www.lps.org.

Featured Art

Anthony, a fifth-grade student at Eastridge Elementary, combined a spigot with a grill to show ‘symphony’ between two different objects. This fulfilled our September Art Challenge. Congratulations, Anthony!

Arts in Education Week in LPS

September 14-20

Lincoln Public Schools Art Department goals are that students will be able to:

- Acquire skills to be able to analyze, reflect, understand and communicate ideas prevalent in today’s Visual Age of media rich culture.
- Understand that art is a form of literacy and can convey meaning through content (subject matter, themes, metaphors, imagery), context (personal, cultural, historical, artistic) and form (elements and principles of design, techniques, genres and styles).
- Create ideas that are meaningful. Conveying concepts, feelings, values and qualities.
- Identify and understand cross-cultural understanding that happen within art. As global interdependence between people and societies continue to develop, art helps students understand the diversity of cultures as well as communities.
- Develop cognitive skills of observation, creativity, reflection, critical thinking (problem finding), problem solving, recognizing multiple and diverse interpretations and continued ambiguity.

Who needs in fine edations?
Nebraska Wesleyan University
Elementary Art Methods Course
Discussion, Questions...

Contact

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