Un-Purposing the Art Room, with purpose!

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Creativity Unleashed: Cultivate a spirit of creativity as we un-purpose common school art media, integrate organic experiments with technology, and free ourselves towards a perspective of experimentation with truly endless potential!

Levels of Creativity

Developmental continuum of creativity


- **Mini-c creativity** as the novel and personally meaningful interpretation of experiences, actions, and events
  - capture and analyze the process of discovery and subsequent micro-level changes in thinking, reasoning, and problem solving

- **Little-c (or everyday) creativity**
  - Creative acts that are new but not game changers in the domain

- **Big-C (or eminent) creativity**
  - interpersonal and historical judgments of novelty, appropriateness, and lasting impact.
Howard Gardner
The Creative Mind

• “The creating mind breaks new ground. It puts forth new ideas, poses unfamiliar questions, conjures up fresh ways of thinking, arrives at unexpected answers. Ultimately, these creations must find acceptance among knowledgeable consumers”
  • Howard Gardner, 2008

• Process that includes but is not limited to:
  • Perceiving a problem
  • Inspiration/idea
  • Experimentation
  • Evaluation
  • Time
  • Work / production
  • Freedom from judgement too soon in the process.

Activity 1: Play

• **Materials**: Coffee, plate

• Empty your coffee packet onto white paper. Spread the coffee with your fingers, then draw into the coffee. When you have an image you like, take a picture with your phone. Repeat endlessly.

• If you want to make a design permanent, draw it with glue stick, then scatter the coffee over it.
Activity 2: Experiment

- **Materials**: plain white paper, pencil shavings, Q-tips
- Empty the packet of pencil sharpener grinds onto white paper. With a Q-tip, draw an image by crushing the grinds into the paper. Have fun!

Purpose and un-purpose

- Tools and media in the art room are rich with purpose, meaning and connections.
- What happens when we liberate art media from intended purposes?

Activity 3: Make

- **Materials**: foam plate, pencil, white paper, markers (share colors)
- With a pencil, draw a design into the foam plate. Color with a marker to ‘ink’ the plate, then press into paper.
- Repeat at will.
- **Voila**--print making with no clean-up!

Activity Four: Make and reflect

- **Materials**: Cut up sections of discarded student artwork, “art scraps,” glue sticks, plain white paper, clear plastic sheet, Sharpie.
- **Step 1**: create a base or background made of un-purposed artwork
- **Step 2**: Draw any design or image on a transparent sheet
  - With younger or less experienced students, invite them to
- **Finish**: Attach the sheet over the background.
Reflect:
Teaching art is an ever-changing landscape

In your notebooks, make some notes about each activity.

- What was fun?
- What was frustrating?
- What can you use in your classroom?
- What will you adapt and use in a different way?