

# Creative Processes

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*Arts Education Curriculum 2016*

DRAFT

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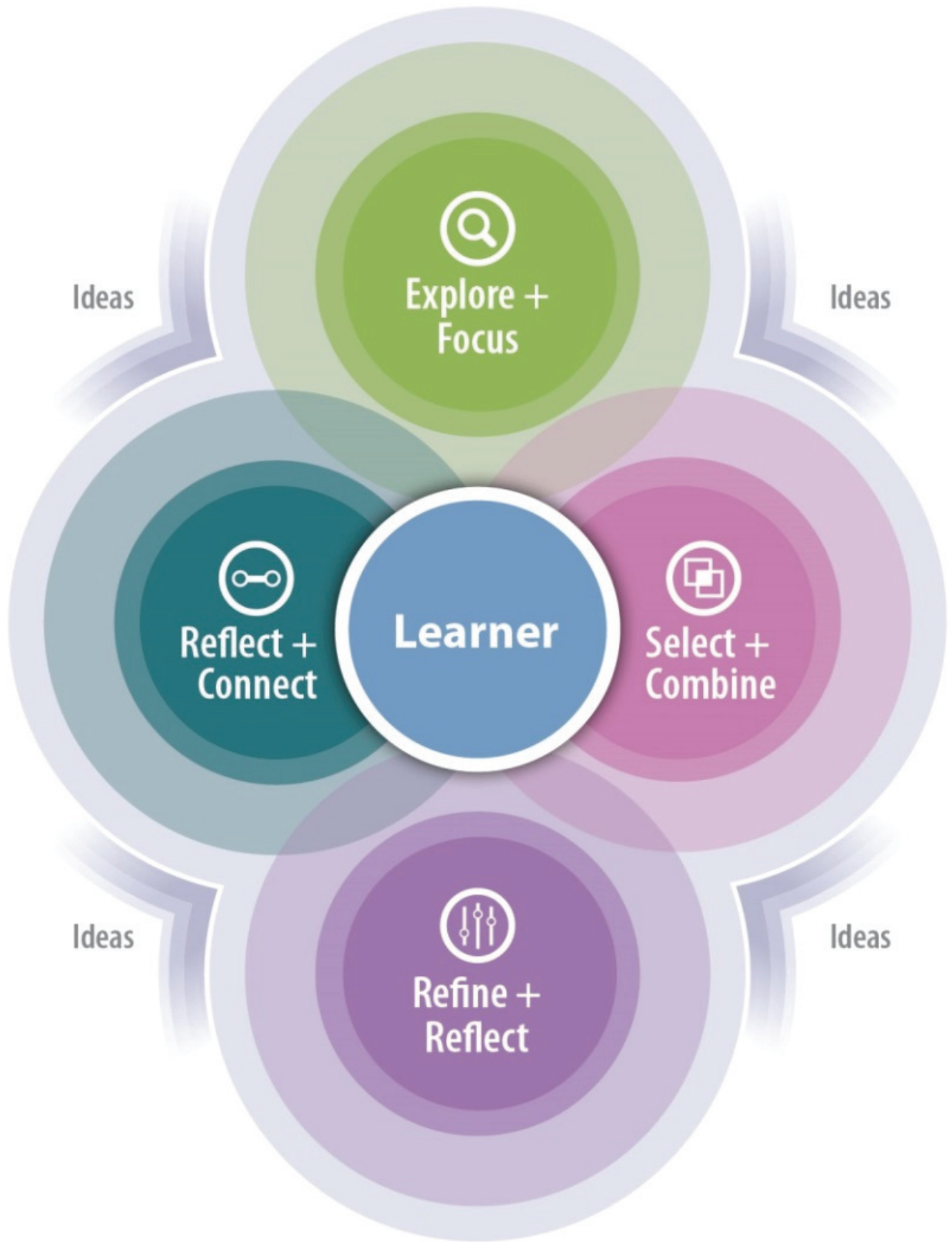
## Overview

Curiosity feeds creative processes throughout everyday life. An idea might spark a new project or enhance it midway through. Students experience this in all subject areas, even though creativity is often most closely associated with learning in Arts Education.

While that remains an important relationship, the new curriculum reimagines creativity *away* from being a single, sequential process to one that involves *multiple* processes made up of phases of learning and development that generate creative thinkers and creative ideas in *any* learning domain.

In this new model, creative processes can influence any project through four key phases, infusing thinking with new ideas. The phases are explained in the following pages. While they may not always be employed in the order shown, aspects of each phase are generally part of the whole process.

The Creative Thinking core competency comes alive through this model that nurtures both divergent and convergent thinking, cultivating active learning, metacognition, and transferable skills as part of a flexible discovery process. This competency enables students' ability to see themselves as capable of contributing to a discipline and generating valued ideas. The four-phase model below poses questions that prompt inquiry exercises for creating any type of project or other demonstration of learning (e.g., essay, presentation, performance, problem solving, artistic work, mathematical or scientific study). These questions challenge students to engage in research and observation activities that build self-awareness and self-efficacy through independent and collaborative learning.



## Explore & Focus

Getting ready to be creative means getting ready to **think, learn, and share ideas**. Students learn about their own thinking and abilities while they question **possibilities** and focus on a **vision** for creative success. One might ask: What has prompted or inspired this creative exercise or experience? Or: What prior skills, knowledge, and techniques will be an asset?

Some additional inquiry prompts:

- What am I curious about?
- What is being achieved? What is the challenge? What is the problem being solved?
- What is the project being created, and what is its purpose? What learning is being demonstrated?
- What possibilities, options, opportunities, or goals guide the process?
- What have others done to solve similar problems? What expertise can others contribute?
- What information needs to be gathered to inform decisions?

## Select & Combine

Prior knowledge is an important asset for **matching** skills, elements, and techniques with a focused project. Many **choices** will be made during the development of a project and each will be affected by the skills, elements, or techniques employed on their own or in combination. Inquiry prompts guide decision making and develop mid-point assessment skills. For example, how could prior skills, knowledge, and techniques be used for positive effect?

Some additional inquiry prompts:

- Which artistic elements or principles of design, alone or in combination, communicate most clearly?
- What is the impact of content or process choices?
- What other options might be considered and/or tested?
- What might be gained or lost from making a different choice?

## Refine & Reflect

A project needs time and opportunity to be assessed against its intention. As part of that **assessment**, it is important to **review** previous choices and understand how those choices impact the project. Sometimes this will mean **reconsidering** decisions, asking for the opinions of others, or completing a task again. Responding to these prompts facilitates confident, polished work.

Some additional inquiry prompts:

- Will the project/experience/artwork fulfill its purpose? Will it be meaningful to an audience?
- Is the problem being solved? Have goals been met?
- Should some choices be reconsidered? Are improvements or modifications required?
- What do others observe? What can others contribute?
- Has enough rigour and thought been applied?

## Reflect & Connect

Bringing a creative project to completion is exciting, but the learning doesn't stop there. Every creative project, exercise, or experience builds knowledge, improves confidence in decision making, and refines an individual's approach to creative processes. Reflecting on an experience might spark ideas for a new endeavour that continues to generate new learning. Linking prior learning to a current situation helps a person imagine what more can be achieved.

Some additional inquiry prompts:

- What has been learned through the process? What obstacles were overcome? What new curiosities and questions have arisen?
- What skills, knowledge, and techniques were applied effectively? And which need refinement, development, or expansion?
- What new connections have been made?
- What is the next step?
- Which choices had the biggest impact on results?

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