

Unit 1: What Is Your Creativity?

Use this lesson plan to encourage students to think about what creativity means to them. Explore how creativity expands beyond fine art subjects.

Unit focus and goals:

- Explore and broaden student's perception of creativity
- Discover that creativity is multidimensional and limited within the arts
- Think about creative spaces and what influences creativity

Materials needed:

- PowerPoint "What is Your Creativity?" provided through the website
- Whiteboard & markers
- Creativity Journals (1 per student)
- Large sheets of paper
- Writing & drawing materials
- Lego*
- iPads*

*These materials are not necessary but, if available, can be beneficial

Structure/Activity:

Introduction - PowerPoint 2 - 4 (15mins)

Introduce the entire program and share your overview of the program using "What is Your Creativity?" PowerPoint slides 1 – 4.

Brainstorm Activity – PowerPoint 5 (15mins)

Discuss with students and write down ideas on paper pre-set up on the wall or table.

- What is creativity? How are you creative? How do you express yourself?
- What do you need to be creative? What stops you from being creative?

Discussion - PowerPoint slides 5 – 9 (25mins)

Use PowerPoint Slides 5 – 9 as a starting point to discuss creativity with your students. Tailor your discussion based on your student's interests, age, and engagement. Some points to consider and potentially expand are; theories of creativity, ways of thinking creatively, the effect of the environment, creativity as activism, creativity in unexpected places, creativity not within fine arts, collaboration and making a space creative.

Creative Space - Project PowerPoint Slide 10 (60mins+)

Run this activity in two sessions. Session 1 is introducing the activity and planning. Session 2 is creating and presenting.

Instruct students to design and describe a space that will help them be creative. Ask them to think about the physical space, the materials, behaviour expectations, teachers, students, etc. Ask students to (alone or in groups), create this imagined space.

This is no specific method which students must follow. Students can use their preferred expression and learning styles to create. Some potential methods include using Lego, drawing, creating a diorama, written descriptions (brochure/poster), brainstorming, etc. Students will share their ideas with classmates.

Reflection - PowerPoint Side 11 (20mins)

Go back to the original brainstorming question, discuss and add new ideas it to the original paper. Discuss how it is different, what is the same, and how have perspectives changed?

Processing Questions (15 – 20min)

Students respond in their creativity journals.

- How have my perceptions of creativity changed and stayed the same?
- What qualities do I have that contribute to my creativity?
- How does my environment support / hinder my creativity? How can I change this?

Large Unit Project - My Creativity Portrait

In this larger project, students plan and create a creativity portrait to showcase how they are creative. Student portraits can be in the form of a presentation, piece of artwork, an idea, etc. This project is your class's opportunity to start broadening their perceptions of creativity and encouraging creative attitudes and behaviors. Give students time to brainstorm, plan, create and showcase this portrait. Alongside their creativity portrait, students complete a creator's statement. The creator's statement encourages students to reflect on their work and process. Worksheets are included below.

Presenting "My Creativity Portrait" (1+hour)

Set up the classroom in gallery style where students have their own space to display their work. They may walk around the room and explore their peer's work. For performance-based work, create an open space where students can gather around and watch.

Before students present, discuss how to view and ask questions about others' work respectfully. As a class, students will gather around each piece of work. The creator will share their creator statement, and students will discuss each creation. Teachers will act as moderators. When talking about other's work, follow this outline:

Discussing other's creations

- 1) Students describe what they see.
- 2) Discuss elements, colors, and movements that stand out.
- 3) Discuss what mood or theme the creation feels like.
- 4) What do you think the creator is trying to say?
- 5) What questions would you like to ask the creator?