What is the Creative Spirit?

What is Art?

You have gone through many exercises, assignments and intense units of study. Now it's time to play for awhile. The ability to be playful is an important quality in the making of art. Trust your instincts. Explore ideas. Take risks. Try again and again.

Art comes through a synthesis of all you know intellectually, understand intuitively, feel through experience and feelings, and perceive through your beliefs.

A. Reflect on these questions:

* I really like these things about myself ....

* I wish I could change .....

* I am most worried about .....

* I am most excited about ....

* I am most creative when ...

* I feel most vulnerable when ....

* I feel strong when .....

* People in this world need to remember .....

B. Let Your Mind Wander:

Listen to music and let yourself doodle (freestyle, no need to make it look like something). Pay attention to the sounds, how does it make you feel, does it suggest images to you?

Bring in an example of art you really admire and share it with the class.

The Creative Spirit:
Teacher Notes

This project is very philosophical in nature and requires students to examine their beliefs about art. Allow the project to flow accordingly. If interest is moving in a different direction, it is up to the teacher to find related resources and empower students in decision making. Above all, it should stimulate, challenge and invigorate thinking about the "true nature of art" and ultimately about themselves as artists.

Discussion:

What is creativity? How can it be stronger? Who do you perceive as being creative and why? What helps you become more creative? Why are businesses now bringing in creativity consultants? How can this help you in your everyday life?

What is art? How can you define art? Who is artistic? What is aesthetics?

Reflection & Doodle Daydreams:

Use self analysis handout for reflection and discussion. There needs to be a high level trust among the group in order to share their answers.

Play music students are not likely to have heard before - it is recommended to use instrumental as words can be distracting to this process. Make the room comfortable and set out a variety of art materials and various sizes of paper. Do not allow any talking during the exercise. Play the music, focus on the moment, and doodle. Do not try to make it look like anything in particular, do not plan the drawing, do not analyze it - just "do it". Share your work and talk about it.

Explore through Improv:

Start a scene from a suggestion - at any time call FREEZE and go in and change it subtlely by adding in a new dimension, by changing the objective.

Group Improv: start a scene and add in characters - at any point call out FREEZE and ask one to do an internal monologue.

In partners discuss a scene with lots of conflict, where might it be set? Try the scene and at any point the audience can call FREEZE and make a suggestion for change, then let it continue.

Start the scene from the phone, call someone and they then call the next person, and on down the line until the first person is called in the end to bring it full circle.

Writing:

Refer to <u>Writing down the Bones</u> for creative writing memory exercises. Use descriptions, settings, dreams as a starting point. Use journals to track ideas and concepts connected to discussions or other stimuli.

Make a Mask:

Use paper mache to create a character larger than life. Or, explore some other new or recycled material. The point is to make something - a visual manifestation of an idea.

Move to Theatre:

What does it mean "to be free of narration and plot"? If you avoid these constructs, where does it leave the artist?

Ask the questions, "Do we want a universal theme? Do we want to try abstract expressionism? Do we want to allow serendipity to direct creations?"

Explore the Dadaist approach to creation. Discuss the "purpose" of art. Is there a wrong answer to the question?

Use masks/props in a theatrical piece to be performed in a specific space. Consider using choral speaking, movement and lighting to create the setting. Apply the Collective process to develop the project.