

**Brunswick School Department**  
**Art 6-8**  
**The Creative Process**

<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>The creative process in art involves a variety of mental strategies and problem solving skills, as well as an understanding of physical media, tools, and techniques.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>What creative thinking strategies, processes and problem solving skills are used by artists?</li> <li>What is the creative process?</li> <li>What habits of mind do artists need to develop?</li> <li>What media, tools, and techniques are used to create art?</li> <li>How and where do artists get ideas?</li> </ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>Artists identify problems, generate solutions, solve problems, and evaluate solutions.</li> <li>Artists often use specific creative thinking strategies to plan and come up with ideas for their artwork.</li> <li>Artists often use a sketchbook or journal to engage in and document the creative process.</li> <li>The creative process includes proper use of specific tools and materials, as well as safety and care of art materials and studio spaces.</li> <li>Artists use creative strategies to overcome obstacles and adapt to challenges.</li> <li>Artists develop ideas and work toward improving them throughout the process of creating a work of art.</li> <li>Artists often collaborate with others to produce artwork.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li><u>Terms:</u> brainstorm, thumbnail sketch, creativity, point of view, sketchbook/journal, rough draft, craftsmanship, portfolio, originality, idea/concept, revise, imagination, collaboration, experiment, practice, problem solving, exhibit, revise, rearrange.</li> </ul>
<b>Essential Skills</b>	<ul style="list-style-type: none"> <li>Reflect upon personal artwork and the artistic process.</li> <li>Demonstrate proper use and care of materials and equipment.</li> <li>Develop working knowledge of art vocabulary.</li> <li>Develop creative thinking skills: i.e. brainstorming, divergent thinking strategies.</li> <li>Select and prepare works for end-of-year art show.</li> <li>Demonstrate quality and craftsmanship on finished pieces of artwork.</li> <li>Show evidence of personal voice and choice.</li> <li>Develop realistic time-management strategies appropriate to planning and completing works of art (meeting deadlines).</li> </ul>

<p><b>Related Maine Learning Results</b></p> <p><b>And</b></p> <p><b>Common Core Standards</b></p>	<p>Visual and Performing Arts</p> <p>A. Disciplinary Literacy</p> <p>A1.Artist’s Purpose. Students explain and compare different purposes of artists and their artwork, in the context of time and place.</p> <p>A3.Media, Tools, Techniques, and Processes. Students explain the effects of media and their associated tools, techniques, and processes using elements, principles, and expressive qualities in art forms and genres.</p> <p>B. Creation, Performance, and Expression</p> <p>B3.Making Meaning. Students create art works that communicate an individual point of view.</p> <ul style="list-style-type: none"> <li>a. Demonstrate skills in the use of media, tools, techniques, and processes.</li> <li>b. Demonstrate knowledge of visual art concepts.</li> <li>c. Communicate a variety of ideas, feelings, and meanings.</li> </ul> <p>B4.Exhibition. Students select, prepare, and help with exhibiting their works in the classroom, school, or other community location, and articulate an artistic justification for their selections.</p> <p>C. Creative Problem Solving</p> <p>C1.Application of Creative Problem Solving. Students describe and apply creative-thinking skills that are part of the creative problem-solving process.</p> <ul style="list-style-type: none"> <li>a. Fluency</li> <li>b. Flexibility</li> <li>c. Elaboration</li> <li>d. Originality</li> </ul>
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	<p>e. Analysis</p> <p>E. Visual and Performing Arts Connections</p> <p>E2.The Arts and Other Disciplines. Students explain skills and concepts that are similar across disciplines.</p> <p>E3.Goal Setting. Students set goals related to time management, interpersonal interactions, or skill development that will lead to success in the arts.</p> <p>E4.Impact of the Arts on Lifestyle and Career. Students explain the impact of artistic and career choices on self, others, and the natural and man-made environment.</p> <p>CCS: Disciplinary Literacy</p>
<b>Sample Lessons and Activities</b>	<ul style="list-style-type: none"> <li>• Maintain a working portfolio.</li> <li>• Create thumbnail sketches and rough drafts to plan for larger projects.</li> <li>• Design and implement an Independent Project.</li> <li>• Practice, experiment, and play with art processes before engaging in larger studio assignments.</li> <li>• Brainstorm and engage in creative thinking as part of planning for studio projects.</li> <li>• Reflect upon and/or discuss the creative process before, during, and after studio projects.</li> </ul>
<b>Sample Classroom Assessment Methods</b>	<ul style="list-style-type: none"> <li>• Thumbnails and rough drafts</li> <li>• Critiques</li> <li>• Peer editing</li> <li>• Practice/experiment/play</li> <li>• Rubrics</li> <li>• Portfolios</li> <li>• Reflection/self-evaluation/artist statement</li> </ul>
<b>Sample Resources</b>	<ul style="list-style-type: none"> <li>• Art Department Resource Library</li> <li>• Art Reproductions Print File</li> <li>• Internet Sources</li> <li>• Student/teacher Exemplars</li> </ul>