

Brunswick School Department
Art II
Creative Process

Essential Understandings	<ul style="list-style-type: none"> ▪ The creative process in art involves the use of a variety of strategies and problem solving skills
Essential Questions	<ul style="list-style-type: none"> ▪ What is the creative process? ▪ What creative thinking strategies, processes and problem solving skills do artists use?
Essential Knowledge	<ul style="list-style-type: none"> ▪ Artists use specific creative thinking strategies to plan and develop ideas for their work. ▪ Artists often use a sketchbook or journal to document the creative process. ▪ Artists use their individual creativity and point of view in the creative process.
Vocabulary	<ul style="list-style-type: none"> ▪ <u>Terms:</u> <ul style="list-style-type: none"> ○ reflection, creativity, point of view
Essential Skills	<ul style="list-style-type: none"> ▪ Maintain a sketchbook/journal to use for planning, research, creative documentation, and personal reflection. ▪ Develop realistic time-management strategies balancing the planning and completing works of art. ▪ Create works that demonstrate creative and divergent thinking ▪ Maintain a working portfolio. ▪ Reflect upon personal artwork and artistic process ▪ Demonstrate quality and craftsmanship on finished pieces of artwork.

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<p style="text-align: center;">Related Maine Learning Results</p>	<p><u>Visual and Performing Arts</u></p> <p>A. Disciplinary Literacy</p> <p style="padding-left: 20px;">A3. Media, Tools, Techniques, and Processes</p> <p style="padding-left: 40px;">Students compare 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 style="padding-left: 20px;">B3. Meaning Making</p> <p style="padding-left: 40px;">Students create a body of original art work.</p> <p style="padding-left: 40px;">a. Demonstrate sophisticated use of media, tools, techniques, and processes.</p> <p style="padding-left: 40px;">b. Demonstrate knowledge of visual art concepts.</p> <p style="padding-left: 40px;">c. Communicate a variety of ideas, feelings, and meanings.</p> <p style="padding-left: 20px;">B4. Exhibition</p> <p style="padding-left: 40px;">Students select, prepare, and help with exhibiting their works in the classroom, school, or other community location, and articulate an artistic justification for their selection.</p> <p>C. Creative Problem Solving</p> <p style="padding-left: 20px;">1. Application of Creative Process</p> <p style="padding-left: 40px;">Students apply and analyze creative problem solving and creative-thinking skills to improve or vary their own work and/or the work of others.</p>
<p style="text-align: center;">Sample Lessons And Activities</p>	<ul style="list-style-type: none"> ▪ Create thumbnails in sketchbook. ▪ Practice and experiment with art media in sketchbooks before creating final works of art. ▪ Engage in the creative thinking and problem solving as part of the planning process. ▪ Reflect upon creative process during and after studio projects.
<p style="text-align: center;">Sample Classroom Assessment Methods</p>	<ul style="list-style-type: none"> ▪ sketchbook ▪ artist's statements ▪ critique
<p style="text-align: center;">Sample Resources</p>	<ul style="list-style-type: none"> ▪ <u>Publications:</u> <ul style="list-style-type: none"> ○ <u>Art Synectics</u> ○ <u>Design Synectics</u> ○ Ken Veitch books