

The 5 Step Creative Process in Art Making, Writing & Thinking

The creative process across the curriculum shares many common factors and instructional challenges.

- The final product is original. Therefore, there is no one right or wrong final product.
- Criteria can be set to guide students, and these criteria can serve as evaluation tools in a rubric, with varying levels of proficiency for each criterion.
- Encourage students to evaluate their growth over time through their portfolios.

“A mind that is stretched can never go back to its old dimensions”

—Oliver Wendell Holmes

“Creativity is not a talent. It is a way of operation”

—John Cleese

Successful instructional techniques in art making and English language arts through inquiry across the curriculum:

In Art Making

- Step 1 **Plan and Practice**—question, discussion, gather content, map ideas
- Step 2 **Begin to Create**—sketching, arranging, designing, assembling
- Step 3 **Revise**—re-work, move and remove, improve
- Step 4 **Add Finishing Touches**—details, presentation
- Step 5 **Share and Reflect**—exhibit, add to portfolio, self-assess

In Writing

- Step 1 **Plan and Practice**—prewriting, outlining, organizing, brainstorming
- Step 2 **Write a First Draft**—get thoughts down on paper
- Step 3 **Revise**—make changes for meaning and clarity
- Step 4 **Proofread**—correct grammar, spelling, and punctuation
- Step 5 **Share and Reflect**—publish and self-assess

In Creative Thinking

- Step 1 **Plan and Practice**—brainstorm ideas, discuss, question
- Step 2 **Begin to Improve**—imagine, construct, synthesize
- Step 3 **Review**—analyze and ask questions to determine feasibility
- Step 4 **Refine Thinking**—interpret, explain and create
- Step 5 **Share and Reflect**—convey ideas and self-assess

Questions to ask yourself

How do these processes overlap?

How can I use this in my art class?

Where can I find support for this work?

What opportunities can I create for peer discussion and collaboration?