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 Improvise**—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?