

# CREATIVE PROCESS

## ACROSS THE CURRICULUM

ART

WRITING

THINKING

Setting clear criteria, teaching students how to judge work, and encouraging them to evaluate their growth over time are successful instructional techniques across the curriculum.

### Common factors of creativity across learning:

- There is no right or wrong. Using a creative process will help students craft an original final product.
- Criteria can be set to guide students. These criteria can serve as evaluation tools in a rubric with varying levels of proficiency.
- A good way to measure progress over time is through portfolio assessment.

### ART

- 1 Plan and Practice**— question, discuss, experiment, and draft
- 2 Create**—sketch, arrange, assemble, and design
- 3 Refine**—focus, consider feedback, fine-tune, and reflect
- 4 Finish**—add detail and revise if needed
- 5 Reflect**—consider what you learned and present

### WRITING

- 1 Plan and Practice**—prewriting, outlining, organizing, brainstorming
- 2 Write a First Draft**—get thoughts down on paper
- 3 Refine**—make changes for meaning and clarity
- 4 Proofread**—correct grammar, spelling, and punctuation
- 5 Reflect**—consider what you learned and publish

### THINKING

- 1 Plan and Practice**—brainstorm, discuss, question
- 2 Begin to Improve**—imagine, construct, synthesize
- 3 Refine**—analyze and ask questions to determine feasibility
- 4 Refine**—interpret, explain, and create
- 5 Reflect**—consider your ideas and convey learning

### Questions to ask yourself

- What are the commonalities?
- How can I use this in my art class?
- What are the differences?
- Where can I find something like this?

