





Regan S., grade eight.

Some students may just need to sit and think for a bit, or they may look over at another classmate at work and that could spark them to continue on.

### Making Observations

When the time is up, students get up and walk around to look at their peers' creations. I encourage them to

stand above the arranged composition and look directly down to get the full effect. I love how students get so excited when they see a great idea in use and they compliment each other. At this time, I go around and take a photo of each face. I remind students that not all art is permanent, but we can preserve it in a photograph.

### Time for Responding

Next, we have a class discussion about the end results. I ask questions to prompt some additional thoughts about what they did. Some of the things I ask include, "Did anyone make a face that was *not* human, like an animal, robot, or alien?" This gets them thinking, "Oh...she didn't say we had to make a human face!"

I also ask, "Did anyone build up and sculpt?" "Who used an object in a very unusual way?" "Did anyone create a specific type of character?" "Who put thought into creating a face with a specific expression?" "Did anyone include a neck, or shoulders?"

### Taking Risks

I had one student in our last group who included an entire body. She broke the rules in a creative way and produced a unique and intriguing image! By having these reflective questions and discussions, students can assess themselves and see if they really stretched their creativity or think about what may be holding them back. We talk about how their fear of being "wrong," "silly," or "ridiculous" may have hindered their ability to fully let go and take a creative risk. This lesson is always one of my students' favorites and mine! Try it and it will surely be one of yours as well. ☺

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### NATIONAL STANDARD

*Creating: Generate and conceptualize artist ideas and work.*

### RESOURCE

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