

Brainstorming

INDIVIDUAL
GROUP thinking

Cubing

- Good way to decide if IDEA IS WORTH PERSUADING

MAIN IDEA

DESCRIPTION of IDEA

COMPARISON of IDEA to Something Similar

Something you CAN Associate
IDEA to

Something you CAN → Apply IDEA to

Analysis of IDEA

ARGUMENT for IDEA
& AGAINST it

Brainstorming

- Teacher picks theme, presents problem.
- Class discusses theme, decides if relevant.
- Make word associations
- Research the theme
- Collect visuals pertaining to the theme
- Make selections
- Allow group collaborations and peer critiques

Questioning

- List things in question form, helps ideas roll
- What are all the things you can do with a ball?
- How many things are white? Blue? Green? What are those things?
- What are all the methods of travel? Can you make up more?
- How many ways can you show something is sad? Happy?
- How many ways can you describe the ocean? Mountains?

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Exaggeration

This brainstorming strategy is all about exaggeration. This the concept or idea, you have the students do three things with that idea;

1. Enlarge it
2. Shrink it
3. Multiply it

By having the students do this, it gets them thinking about different points or view, aspects of that concept and thinking outside the box.

Example:

Draw a Beetle;

Enlarge: Think about different cells, hairs, parts of the body

Shrink: How it relates to the environment around it, or compare it to something larger

Multiply: Create many beetles and see what this creates

~~Story Box~~ Fill a bag w/ items. Tell a story about all of them, then have each student pick out some (1-3) and have them create a story about them that they can draw.

MUSEUM

Minification

Concept: Changing perceptual responses to a subject through miniaturization.

Do: 1. Make a miniature art museum.
2. Collect images from magazines and interesting three-dimensional objects for the "collection" of your museum.

3. Subdivide a small chest of drawers or other appropriate containers to act as the museum.



/ Animated Object

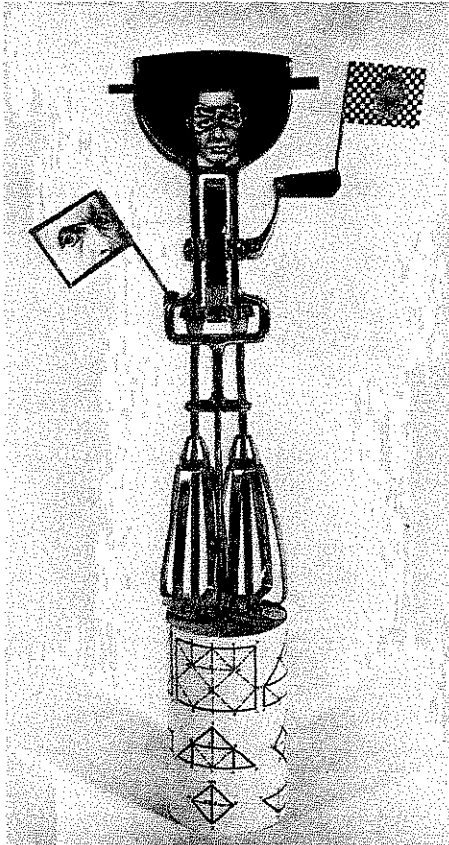
Concept: Imbuing inanimate objects with human characteristics.

Do: 1. Find an interesting discarded object: an old radio, steam iron, telephone, tea kettle, et cetera.

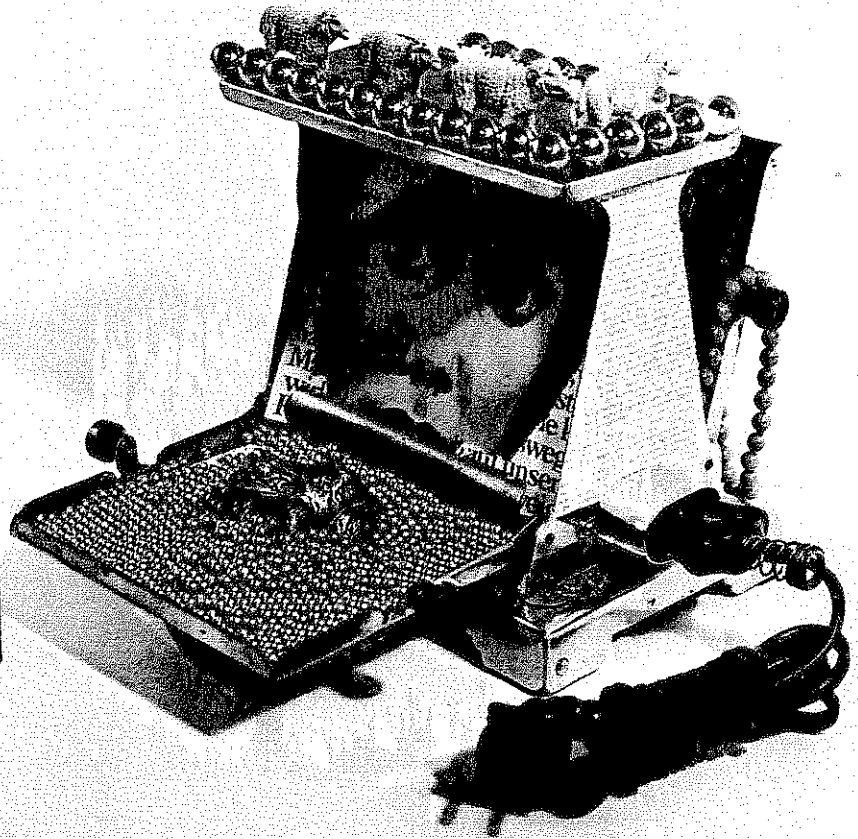
2. Add features: eyes, nose, mouth, ears, hair, and so on, using wadded paper and masking tape, plasticine, jar lids, eyeglass frames, et cetera.

3. Cover with papier-mâché (or J-cloth); cut paper into small pieces; dip into an equal mixture of white glue and water; build up in three to five layers.

4. Decorate with acrylic or tempera paint.



Transformations by George Geros, mixed media. Courtesy the artist.



/ Transforming Derelict

Objects

Concept: Creating an aesthetic object from an abandoned derelict.

Do: 1. Find an interesting object from the garage, attic, flea market, auction, or second-hand store.

2. Transform the object by covering its entire surface with textural materials: mosaic, pebbles, glass, mirrors, feathers, flocking, yarn, paper, sand, photos, rope, coins, marble or granite chips, smaller objects, et cetera. Do this by using white glue: spread glue on the surface, then sprinkle fine-particled materials such as sand, marble dust, or sawdust on it. (Use tile cement to attach heavier materials: butter cement to surfaces, then press pebbles, buttons, or tiles to the surface.)

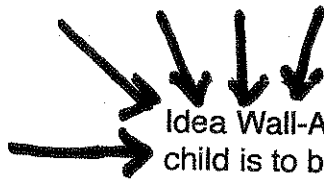
/ Transformation in Nature

Concept: Documenting a radical transformation of an environmental object.

Do: 1. Select an outdoor subject or a specific marked-off section of landscape for this study; for example: a tree — a building — a small landscape: a 12' square section of sandy beach — a pebbled landscape.

2. Photograph the same subject three times, making each photo radically different from another due to different environmental conditions brought about by nature or man; for example: light-dark, dry-wet, dry-icy, dry-snow, before-after, radical-demolition or alteration, et cetera.

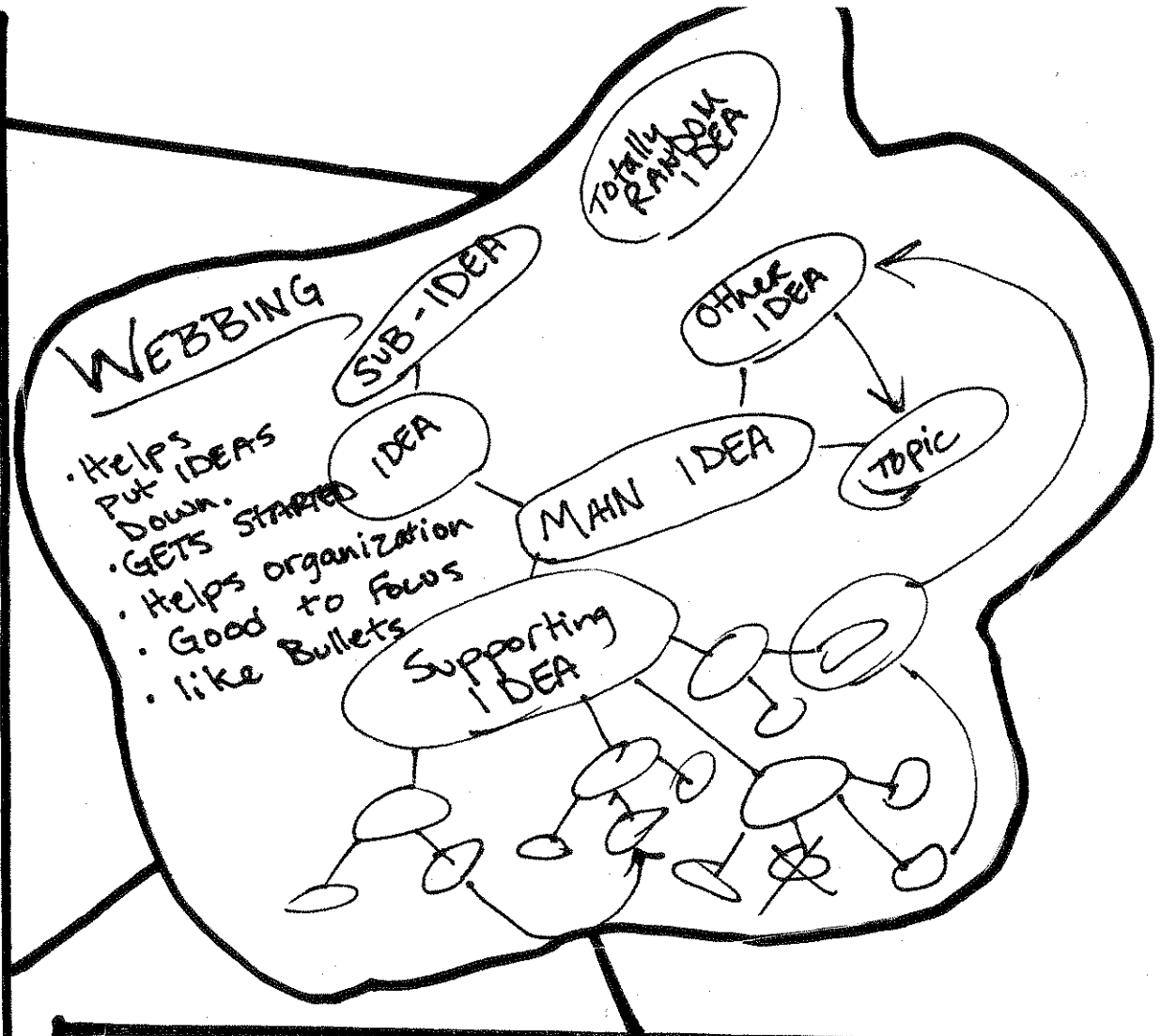
3. Mount the three photographs next to each other on a sheet of mat board.



Idea Wall-At the start of the semester have a wall/part of a wall for each class. Each child is to bring it pictures, leaves, objects that inspire them and they are placed on the wall. Start with each kid bring in 5, and after every assignment is given they have to bring in 2 more. You can even use this as extra credit the kids can get a half point for every item that they bring in, the have to explain what about it inspires them. That way when a kid is stuck they just look at the wall and they have things that can inspire them.

What Stops You in Your Tracks?

Create a list of things that stop you in your tracks. What are some things that when you see, hear, or read them, you stop and think, "Hey! I like that!" or "That reminds me of..." or even "Wow that's interesting." You can use various prompting questions to get students thinking of these things that make them stop and think.



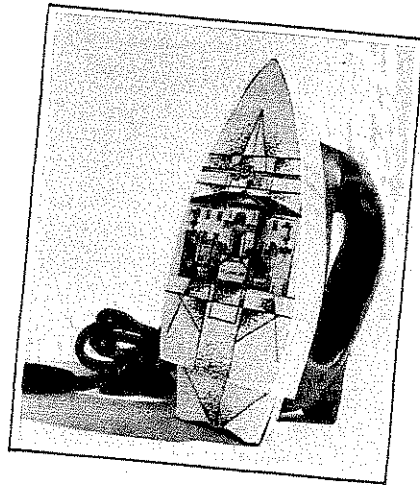
1. Estranged Object

Concept: Decorating a three-dimensional object with drawings that are completely irrelevant to its shape or function.

Do: 1. Select a commonplace object such as a bottle, clock, baseball bat, or any other three-dimensional object. (Casts from the human body or store mannequin parts are also useful subjects).

2. Prime the surface of the object with white acrylic gesso (two coats, sanding between coats).

3. Paint a design on the three-dimensional surface that is completely irrelevant to its shape: clouds, landscapes, poetry, rainbows, a street scene.



205. Iron by Michael Peabody, 1980, mixed media. Courtesy the artist.

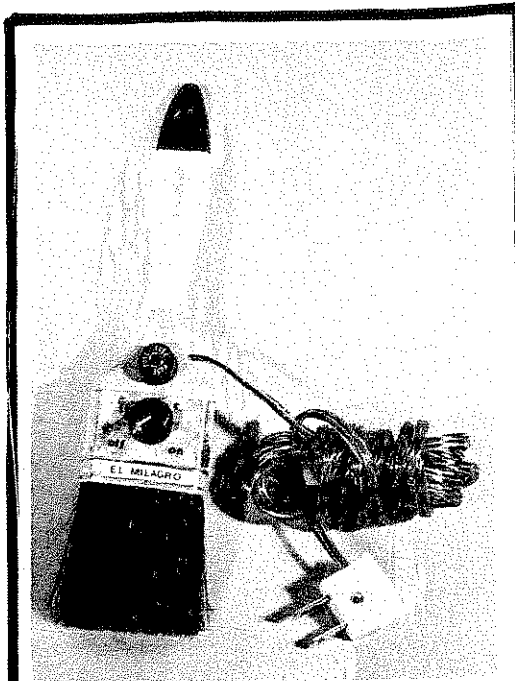
Free Writing/draw-Is when you have a brain block you start to write until you come up with something. It is a stream of consciousness you write what every you think. It doesn't have to make sense it just helps clear brain blocks. You can also just start drawing you don't have to know what you are drawing just start and don't stop until you have an idea or your paper is full and then look at what you see.

Word-Collecting (circle poems)

This could be group or individual. It could be verbal, or written. The first step is to start out with an idea. Sometimes you will want a theme, that way there is not too much openness, yet this activity is intended to retain an openness than thinking can go any direction. That one thought leads to another that leads to another that leads to another. This can be done with single words, phrases, or sentences. It can be used to create story, or simply move from one connecting idea to another.

Ex:

Red
Balloon
Pop
Soda
Fridge
Mold
Green
Summer
Sailing
Freedom
Fridays
Rest



El Milagro (The Electric Paintbrush) by Bill Meyers, Mixed media. Courtesy the artist.

1 New Appendages

Concept: Changing perceptions of commonplace objects through the incorporation of a new appendage.

Do: 1. Attach a handle, faucet, electric cord, electric switch, et cetera, to an object that normally doesn't have one — can you imagine a faucet on a watermelon, an electric cord on a paintbrush?

So my example through the movement of ideas connected Red to Rest. This is an unexpected connection. This example of brainstorming uses relatable ideas to generate unexpected outcomes.

Fill in the blank

This activity is great for generating different ideas and tapping into a child's creativity. The first step for this activity to work is to create a general sentence that relates to the concept/idea of the lesson. The kicker is to leave out key words and replace them with a blank to get the students thinking on their own. This activity can be done individually, small groups or the entire classroom. By doing this strategy it gets the kids thinking more and more about the possibilities of that specific concept/idea and well as serve as a small assessment.

Example:

Concept: Favorite Places to Travel

1. Sentence: "I love to travel to _____ because _____."
2. Have the students fill in the blank on their own for 2-3 minutes
3. Then have the students share in small groups
4. Bring the class together and share as a class.
5. This could be turned into a writing assignment, art project, etc.

Narrowing Down

- a. Begin by writing all subjects, themes, places, things, activities, issues that are personally relevant to *you* or *students*
- b. Eliminate cliché or cheesy ideas
- c. Remove excessively simple ideas and where aesthetic appeal might be lacking

Working "Backwards"

- a. Give students a scenario for something they see often in the real world
 - i. Ex. A lonely shoe on the side of the road
- b. Tell the students to brainstorm 10 ideas for each group to explain situation
- c. Have students say ideas out loud and see how many came up with that are similar in their separate groups
- d. Explain to students how sometimes we have to think harder to find less common, more "creative ideas" but sometimes when we portray the common ideas in a new way they can still be creative

Do: 1. Select objects, props, costumes, participants, an environment and compose a surrealistic three-dimensional composition.
2. Photograph the result.

below: 212. *Electriclawnmowingiron* by Paul De Nooijer, 1977, photograph. Courtesy the artist.



6-24 / Surreal Tableau
Concept Composing and photographing a surreal three-dimensional tableau. Surrealism is defined as the practice of producing fantastic or incongruous imagery and effects in art, literature, or theatre by means of unnatural juxtapositions and combinations.

DAVIS PUBLICATIONS

"Stimulating Creativity in Art"

IMAGES FROM "ART SYNECTICS" BY NICHOLAS ROURKES