

STYLE



**Creating (n):** the development of a unique world-view or artistic “voice” through the juxtaposition, application, and elaboration of the personally idiosyncratic systems of symbols, logic, value, and speculative thought that have emerged in Stages 1 and 2.

CONCEPT



## Creative Process: Stage 3

1.) **Intellectual habits** developed in Stage 3: Objectivity (especially regarding one’s own working methods and thought processes); courage; risk-taking; empathy; integrity; perseverance; fair-mindedness; introspection.

2.) **Thinking skills:** Stage 3 uses many of the same thinking skills developed earlier in the creative process, but on a higher level. Instead of applying them to form new ideas or concepts, thinking skills at this level are applied recursively. Recursive thought is the ability to think about one’s reasoning—how one forms ideas and concepts. In this stage, artists think recursively about the materials, strategies, interests, emotions, patterns, images and beliefs that have emerged in their work over an extended period of time. It is more than just reflecting on what has already been achieved. Style here refers to the unique ways that artists orchestrate the systems of ideas and concepts developed in the first two stages. Forging a unique style involves the personal analysis, evaluation, and synthesis of complex systems of value, logic, and speculative thought. Originality comes from making critical decisions within and between these systems, transcending and transforming them. The highly elusive, open-ended themes that orchestrate these decisions form the basis of a unique intellectual world-view.

Through the high-level, recursive use of critical thinking skills, creative individuals forge new world-views. These, in turn, generate new insights and enable the alteration, combination, and application of concepts in completely new ways.

3.) **Meta-cognitive Skills:** Self-Observation, Self-Assessment; Self-Regulation

No other subject taught in the public schools exposes children to such an incredible range and diversity of intellectual skills, habits, and executive thinking strategies. The artistic process can be simultaneously interdisciplinary and art-specific; it ranges from “mere” composing, problem solving, and generating new ideas to the full consciousness of the created artwork’s essential themes and its intellectual world-view.

Historically, this stage leads creative individuals to transcend the level of conceptual models. This results in the identification of essential themes that are simultaneously personal and universal. These themes sometimes combine or unify contradictory or opposing concepts in ways that are difficult to state (such as in Picasso’s *Les Femmes d’Alger*), or express essential themes that nevertheless seem open to constant reinterpretation, such as the vision of humanity embodied in Michelangelo’s *David*.

CREATION



# Creativity

## Forging A Unique Worldview



The arts specialize in helping students find and solve the kinds of problems required to succeed in our 21st century economy. Art teachers prepare students for thinking outside of the box by showing them how to think beyond personal experience. They show them how to think on the cutting edge, where knowledge becomes tentative and imprecise, and how to carefully analyze new concepts and express new ways of seeing the world.

### 21<sup>st</sup> Century Skills:

- 1) Demonstrating originality;
- 2) Developing and implementing new ideas and concepts;
- 3) Acting on new (creative) ideas to make tangible and useful contributions to specific domains;
- 4) Understanding the interconnectedness between systems;
- 5) Making complex choices and decisions;
- 6) Exercising complex reasoning

(From: The Partnership for 21<sup>st</sup> Century Skills)