

Creativity is a human capacity that nobody lacks, but that everybody has in a minor or greater degree, and that can be manifested in any activity. It does not arise in a spontaneous way, it is fostered by a formation process from the earliest ages, and it is essential to the acquisition and the use of knowledge and a series of abilities.

In the younger years the work at the Early Childhood Center is centered in the creative work, in which one gives the child more and more complex tasks that require of him an interest and a preoccupation to create beautiful things, but this activity must be rich, especially in representations.

When one invites a young child to observe the world, he analyzes, compares, assimilates and internalizes what is perceived that, then, becomes in images part of his experience.

Creativity can also be developed in the child through activities of artistic education, then we will be developing the artistic creation in any of its manifestations, but in fact, creativity can be taught in any activity.

## Activity no 1 "Famous painters"



### **Summary of the activity:**

The activity is about teaching the children to appreciate the life and the work of famous creators like Pablo Picasso and Francisco de Goya. Later they will play a game of riddles, called "The great creators."

### **Objective:**

- To teach the children to appreciate works of famous creators.
- To form the first notions of why we called them creative.

### **Procedures:**

- Observation
- Conversation
- Appreciation

### **Material Resources:**

Pictures of paintings and photos of the creators.

## **Development of the activity:**

### **1st Part**

The educator will explain to the children that we consider creative those who create a work that is useful for the others, which can be a painting, a sculpture, a song, an engraving, if we will speak about cultural works. It can also be a pretty house, a useful machine for everybody, a good tool, in brief something valuable and useful for a great number of people.

The educator will talk to the children about outstanding painters because they were very creative, and whose works of art remained for always as part of the universal cultural heritage. Francisco de Goya and Pablo Picasso, among other many.

We will talk to them about the life and work of Francisco de Goya and Lucientes, who was born in Fuendetodos (Zaragoza, Spain). His artistic formation began when he was fourteen years old, when he began to attend the workshop of the painter Jose de Luzan (The photo of Goya will be shown).

From his creations we can mention La Maja Vestida and La Maja Desnuda, among others of his famous paintings (The teacher will show pictures of paintings by Goya).

Goya is considered as one of the great creators of the universal culture because his paintings are known and admired throughout the world for their great beauty and the expression of the feelings of their creator.

Pablo Picasso was born in Malaga. Son of a drawing professor, he demonstrated from a very small age a great ability for drawing and painting. His childhood took place between Malaga and Corunna, cities where his father was sent. (A photo of Picasso will be shown).

When he was a teenager his family moved to Barcelona, where he received classes of drawing, which he combined with others of painting in Madrid. It was then that he began to paint.

One of his most famous works is Guernica. (A photo of the painting will be shown). The educator can add other painters.

### **2nd Part**

In this part of the activity the educator will teach the children to appreciate the works of these creators, always emphasizing why they are creative people.

The educator will choose a painting of Goya and will teach the children to appreciate it, that is, he will show its pictorial values to them but with simple words, without technical language (The painting will be shown).

Later he will speak to them about the Guernica. Picasso painted this fantastic work using only three colours: white, black and grey. The figures twist and cry among the ruins of the destroyed city, showing therefore the rejection of Picasso towards war and violence. (A photo of the painting will be shown).

If the educator decides to add some other painter in the first part of the activity, he will also add his pictures to be appreciated in this second part. He can also present some other works of Picasso and Goya.

He will summarize this part of the activity insisting on these great creators who have left art works which are enjoyed around the world.

### 3rd Part

A game called "The great creators" will be played. In it, the teacher poses a riddle to the children, for example:

He is Spanish, was born in Fuentedetodos, Zaragoza, one of his famous paintings is "La Maja Vestida" (The painting is shown to them). Who is he?

Another riddle can be:

The name of this painting is Guernica, yes Sir, (The picture is shown). It is a drawing against the war and it was painted by.... Who painted it?

This is how we are going to introduce some more painters that are known in the local community, or universal painters as well.

### Rules of the game:

The winner will be the children who can guess more painters and creators.

Criterial evaluationn			
Observed behavior	Yes	No	Comments
They knew how to appreciate the paintings presented.			
They needed help to appreciate the paintings presented.			
They understood why Goya and Picasso were very creative artists.			
They needed help to understand why Goya and Picasso were very creative artists			
They were moved by the beauty of the paintings shown to them.			

## Activity No.2 "Famous sculptors"



### **Summary of the activity:**

This activity is similar to the previous one, but this time we intend to teach the children to appreciate famous sculptures made by very creative sculptors. Later they will play a game with pictures.

### **Objectives:**

- To teach the children to appreciate sculptures made by creative artists.
- To continue forming notions and experiences with respect to creativity.

### **Procedures:**

- Observation
- Conversation
- Appreciation

### **Material Resources:**

Great pictures or photos with the sculptures selected for the activity as well as others of the universal cultural heritage.

### **Development of the activity:**

#### **1st Part**

The educator will ask: Has somebody ever heard about the sculptor and painter Michelangelo?

"Michelangelo was a very creative man, an artist who was born in a small Italian town called Caprese. At the age of thirteen he entered the workshop of a famous Italian painter (Ghirlandaio)."

"After one year, he began to frequent the Medici's garden, a kind of art shop and there he began to study sculpture."

The mastery of Michelangelo was shown very early, as he was only twenty years when he carved the Pietà and the heroic David, later he made the majestic Moses and other figures.

(To teach the children to appreciate the sculptures it is necessary that the educator draws the children's attention to the most important things in them).

"As I was saying to you, a long time ago (in 1498), Michelangelo made his first important work, the Pietà, a marble sculpture that represents the Virgin with her son dead in her arms (The engraving of the sculpture will be shown). Three years later, he carved David, a colossal figure, muscular and in tension (The engraving of the sculpture will be shown).

The Pietà by Michelangelo that is in the Basilica of San Pedro, in Rome, shows in its marble an effect of movements and forms. The realistic muscle representation, anatomical members and clothes cause in the public an intense emotional reaction.

Donatello was a sculptor with a lot of creativity; his works demonstrate that not only was he a teacher in the art of carving stone, but he also had a deep knowledge of human psychology. For example, his Saint George is represented with an armour, but in his face he shows a clear expression of weakness (The teacher shows a picture of the work).

More surprising still is his innovative Mary Magdalene which is in Florence, it is carved in gilded wood; although this character is generally represented as a beautiful young person with splendid hair, the Magdalene de Donatello is amazing, she is an old woman, semi-toothless and haggard, with entangled hair that almost reaches her feet. (The teacher will show a picture of the sculpture)."

It is very important to teach the children to appreciate the work, in its artistic values and to appreciate the creativity of its talented creators.

## 2nd Part

The children will play a game in which the children will be shown cards with the studied sculptures and they will be asked to name the work, the author and a simple appreciation of their artistic values, mainly the message that the author gives us.

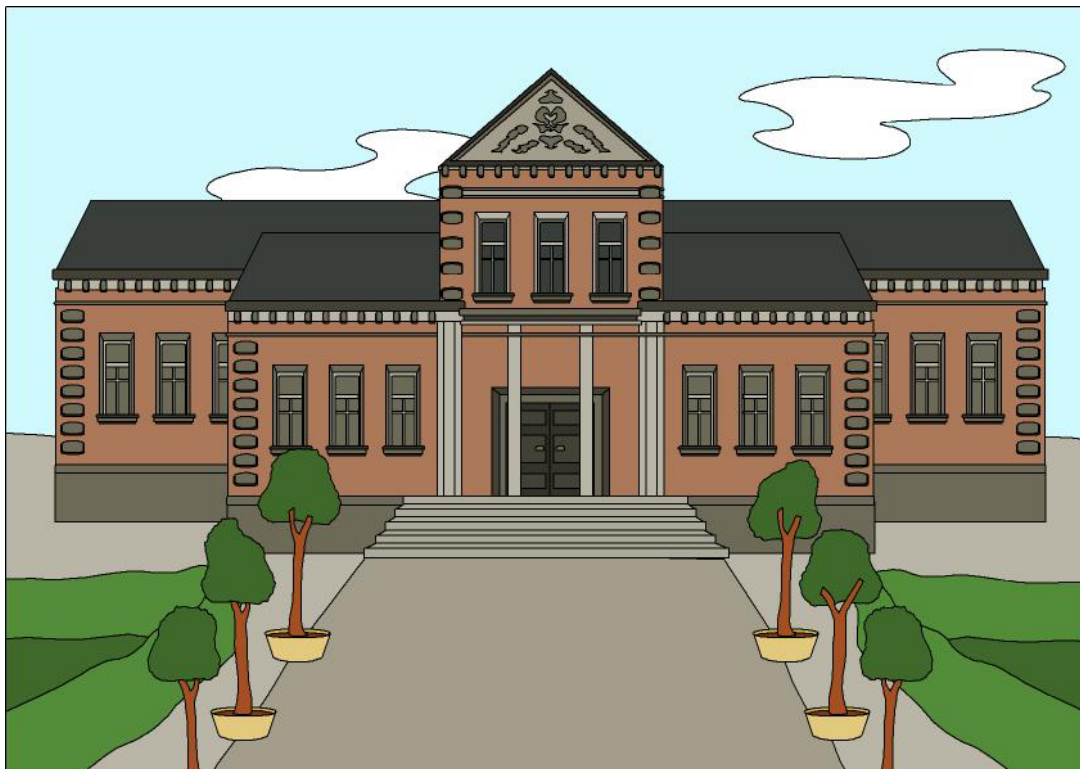
### **Rules of the game:**

1. The winner will be the child who identifies a larger number of sculptures and their authors.
2. They have to know in a simple way the message that the author transmits.
3. They have to explain why this artist is creative.

<b>Criterial evaluationn</b>			
Observed behavior	Yes	No	Comments
They basically knew how to appreciate the sculptures presented.			
They needed help to appreciate the sculptures presented.			
They understood why the sculptors were very creative artists.			
They needed help to understand why the sculptors were very creative artists.			
They showed positive expressions regarding creativity.			

## Activity no 3

### “A visit to the museum”



#### **Summary of the activity:**

The activity consists of a visit to a museum to appreciate art works (sculptures, paintings, pictures).

#### **Objectives:**

- To teach the children to appreciate art works (sculptures, paintings and pictures).
- To initiate the formation of habits to visit centers of creativity.

#### **Procedures:**

- Observation
- Conversation
- Visit
- Appreciation
- Explanation



**Material Resources:**

The typical ones to carry out a field trip: transport, camera or camcorder, materials for the children.

**Development of the activity:****1st Part**

The teacher will explain to the children the objective of the visit and also what they must observe: the paintings, the sculptures, the pictures, and if possible, to observe those by artists that were introduced in the previous activities.

The educator will take advantage of this initial part to reinforce the objective of the visit, and not only as a simple outing or cultural visit to a museum.

**2nd Part**

During the visit the educator or a guide who will be chosen previously will explain to the children with simple words each one of the works, its name, the author, what it expresses, etc.

The educator will take photos (or video) of the children seeing the art works, as well as of the works if it is possible to do it.

**3rd Part**

There will be a conversation on the visit to the museum, in which the children will speak about the works and their creators.

They will answer the following questions:

Did you like the visit?

What works have you seen?

Which was the work that you liked most? Who created it?

What does the work express?

Why do we think that these artists were creative people?

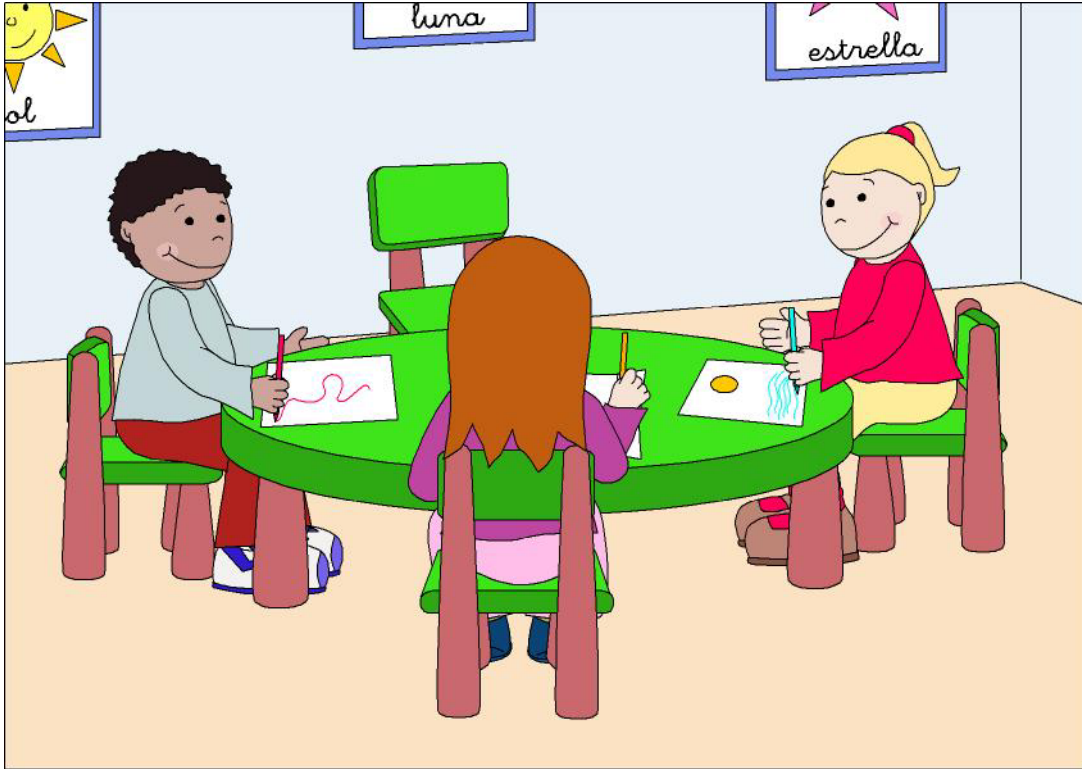
Do you know other creative people?

The teacher will explain to the children that not only famous artists are creative, but that almost all people are creative in something or for something, for example, creative in the kitchen, creative to make up stories, in order to make some ornament or article to be used at home, or industrial ones, etc.

<b>Criterial evaluationn</b>			
Observed behavior	Yes	No	Comments
They knew how to make simple appreciations of art works.			
They needed help to make simple appreciations of art works.			
They knew how to explain why the artists studied in the museum are creative people.			
They needed help to explain why the artists studied in the museum are creative people.			
They understood in an elementary way that creativity is in all actions of the human being.			

## Activity no 4

### "The children are also creative"



#### **Summary of the activity:**

There will be a workshop called "Creative children", in which each child will make different creative manifestations, and later they will be exhibited in a mural in the classroom.

#### **Objectives:**

- To develop creativity in the children.
- That the children learn to express themselves creatively through their work.

#### **Procedures:**

- Exhibition
- Observation
- Practical Actions
- Conversation

**Material Resources:**

Pencils, sheets of paper, watercolors, brushes, color pencils, paints, glue, materials from nature, digital painting, clay or play dough, etc.

**Development of the activity:****1st Part**

The children are invited to make their works freely, telling them that they will not be given models so they can create something according to their imagination, they can create drawings, to model little figures, draw with finger paint, make works with natural objects, also stories and poems so that the educator writes them.

**2nd Part**

The children will make their works and the educator will provide the necessary help to them, always leaving them to work in an independent way, without models.

**3rd Part**

It consists of a conversation on the works made, in which the educator will motivate them with questions like the following ones:

Why did you select that work?

How did you feel during its elaboration?

Does it resemble the work of any famous painter (sculptor)?

For whom did they created their works?

What can we do with the created materials?

Later the works will be shown in an exhibition on a wall of the classroom. It will be called "The creative children" and we will invite parents and personnel of the child school. When the visitors arrive, each child will explain how his work is called, what it is, what he wanted to express when he made it, etc.

<b>Criterial evaluationn</b>			
Observed behavior	Yes	No	Comments
They made works that show creativity.			
They needed help to make works that show creativity.			
They knew how to name their work.			
They needed help to name their work.			
They knew how to explain what it is and what their works express.			
They needed help to explain what it is and what their works express.			

## Activity no 5 "Young Mozart"



### **Summary of the activity:**

The activity consists of listening several fragments of musical pieces by Mozart, later a musical game will be played.

### **Objectives:**

- That the children know and enjoy music by Mozart.
- That they know Mozart as one of the most creative musicians in history.
- To make them understand that creativity is diverse.

### **Procedures:**

- Listening
- Game
- Story
- Questions and answers

### **Material Resources:**

Fragments of musical works, and a cassette recorder, or a computer.

## **Development of the activity:**

### **1st Part**

The educator will tell a brief story about Mozart as a child:

"Many years ago there was a great musician who was called Wolfgang Amadeus Mozart, who was born and lived in a country called Austria.

At the age of four this child played pieces by memory in a musical instrument that looked like the piano and he also played the violin.

This likeable child was an artist, a small genius that astonished all those that listened to him for his musical creativity.

When he grew up he became a great musician, a great creator of very beautiful musical work. Many children in the world know Mozart, they listen to his beautiful music paying a lot of attention and enjoying it."

### **2nd Part**

In this part of the activity the children talk about Mozart and listen to brief fragments of several of his musical pieces. The educator must orient them so that they listen with affability, paying much attention. He will help them to concentrate on the music and to learn to enjoy it.

### **3rd Part**

A musical game will be made that consists of the children listening to brief fragments of several musical pieces and they will have to identify those that were composed by Mozart.

The children will explain why Mozart was a very creative musician.

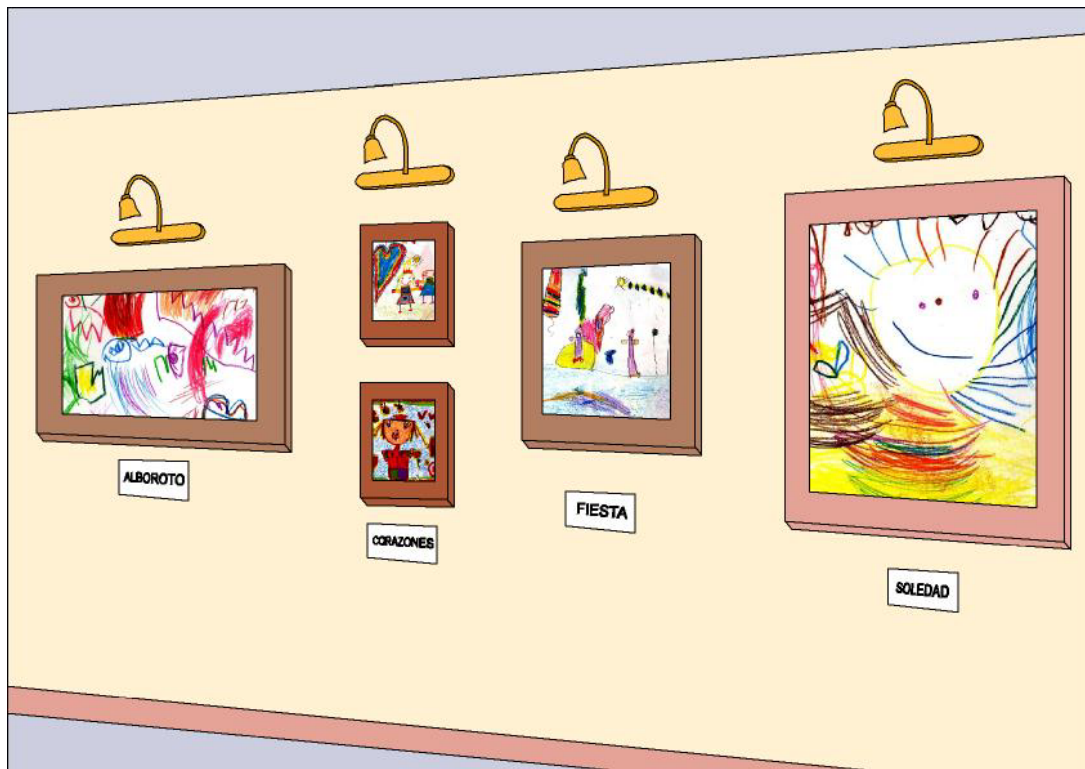
The activity will be summarized with the educator emphasizing the creativity and the importance of Mozart.

<b>Criterial evaluationn</b>			
Observed behavior	Yes	No	Comments
They knew how to identify some pieces by Mozart.			
They needed help to identify the pieces by Mozart.			
They knew how to explain why Mozart was a very creative musician.			
They needed help to explain why Mozart was a very creative musician.			
They enjoyed Mozart's music.			

## Activity no 6

### Critical experience for the evaluation of the block

### "Gallery of famous creators"



#### **Summary of the activity:**

It is about a collective work in which first the children will collect (with the help of their parents) the necessary material and later they will mount a gallery where the photos of famous creators will be exhibited. Finally some children will speak about some of these creators and their works.

#### **Objectives:**

- To develop in the children feelings of admiration for the great creators.
- To involve the children in a collective creative work.

#### **Procedures:**

- Observation
- Conversation
- Exhibition
- Practical Actions

**Material Resources:**

Photos or pictures of painters, sculptors, recorders, musicians, etc. and of their works, if possible, reproductions of sculptures, among others.

**Development of the activity:****1<sup>st</sup> Part**

The educator will invite the children to collect pictures or photos of magazines, posters, etc. of great creators and their works, with the help of their parents, which they will collect and bring from their homes, with the objective of making an exhibition among all about creativity.

**2nd Part**

The educator will lead a collective project with the children to set up the gallery, that can be done in the classroom or where the educator thinks it is more adequate.

Once the gallery is set up, the children will invite their parents to visit it and some children will speak about the creators and their works, and why they are admired and respected (the creators have to be known by all the children).

The educator will summarize this activity by telling the parents, how they can develop creativity in the children.

<b>Criterial evaluationn</b>			
Observed behavior	Yes	No	Comments
The children were very interested in the preparation of the exhibition.			
The children showed feelings of admiration and respect by the great creators.			
They showed creative behaviors in the assembly of the exhibition.			
They made favorable comments on creativity.			
They conducted actions that imply creativity in their daily life.			
They demonstrated to have elementary notions of creativity.			