# *Lecture No. 10*
# Arts and Creative Literacy

Credits to the original owner of the image: The Arts of Dingson Balahadia: https://www.youtube.com/watch?v=pWzZXaqtjGk

In education, teachers must possess creativity as it is a crucial aspect of teaching. This is because teaching involves presenting lessons and requires critical thinking and creativity in all instructional activities. Developing students' creative potential through different teaching methods, classroom exercises, and involving students in learning is crucial. Teachers must thoroughly understand creative literacy to evaluate the creativity of both themselves and their students.

The process of coming up with unique ideas that have worth is what we mean when we talk about creativity. Additionally, creativity is the capacity to view the world in unique and original ways. As a result, creative people demonstrate the ability to move between various modes of thinking and adjust their mental focus, which shows a relationship between inventiveness and the dynamic interactions of the mind.

***Let's continue from the Conclusions in Lecture 9***

Understanding the organizational principles ecosystems have evolved to maintain to sustain natural systems toward sustainability constitutes ecological literacy. Schools are responsible for advancing eco-literacy by teaching students about environmental issues and encouraging innovative solutions.

Creativity is the process of materializing original and original-sounding thoughts. The ability to view things in a different light, to recognize patterns where none existed before, to draw links between seemingly unconnected occurrences, and to come up with creative, intellectual, and productive solutions define it.

For us to find wisdom through the arts and creativity, the following objectives will guide us through.

1. Discuss the importance of arts and creative literacy in enhancing the teaching and learning process;
2. Explain how Imagineering and design thinking are used in creating meaningful and engaging learning experiences; and,
3. Determine how arts and creative literacy are integrated into the educational curriculum.

**Let's go ahead.**

## A. Imagineering in Education

Credits to the original owner of the image: https://insidethe-magic.net/2020/03/imagineering-for-kids-rwb1/

Educating the 21st-century learner is a labyrinth of diversified avenues that one has to think more loudly to decipher the appropriate pedagogy. Teaching the modern student entails creating a means to the advantage of the people synthesized from available information in the so-called "knowledge society". Building knowledge in mind is more than just a vicarious experience that models a figure. It is imagining a concrete picture that is envisioned to put it into reality, hence, "Imagineering, a mash-up of imagination and engineering" (Nilsook, Utakrit, & Clayden, 2014, p. 15).

With the preceding constructs about innovating teaching and learning, this study is inspired by the philosophy of Walt Disney's® production division, Imagineering (disneyimaginations.com). Nilsook et al.'s magnification of Imagineering in education encourages teachers and students to "transform imagination to concreteness by changing ideas into innovative products" (p.15).

Imagineering rhymes with the premise that imagination precedes knowledge. Having the idea in mind is the beginning of truth called knowledge. This closely relates to the philosophy of idealism that what exists are those that can be conceived in mind, hence, mental. Lester (2014) further explains that what the mind can imagine reflects what a person experiences through sensation. Imagineering amplifies idealism that the

power of the mind to conceive pictures and events will pave the way in bringing knowledge into reality out of one's sensitivity to environmental experiences.

Technology's continual birth and re-birth is a classic example of Imagineering at work. These sophisticated tools were, once upon a time, part of human imaginations and theories. The creative minds of authors sketched them and are now part of the more concrete digital arena. Among all other senses, seeing the big picture in mind adorned with the richness of experiences would project a creative design. This premise could be better when a teacher designs the curriculum with the big picture in mind. The capacity to think and process ideas in mind is the foremost consideration when nominating strategies and techniques for teaching-learning episodes. Training the brain to engineer a design entails creating a layout of visuals by providing the necessary background experience.

Imagineering in teaching can also be assimilated with Bayes' principle of combining prior knowledge and new information (cited in Massimi, Carmel, Clark, Lavelle, Peacock, Pritchard, Richmond, Seriès, Smith, & Sprevak, 2015). Creating a picture in mind can also be described by recalling previous experiences when there is a lack of necessary information in the present. Therefore, imagination is influenced by the context of a goal in life.

## B. From-Visual-to-Manual Art

Credits to the original owner of the image: https://thehomecoming.org/why-art-and-craft/

Integration of eye-hand coordination and inhibition of regular bodily activity are hallmarks of most creative hobbies and efforts. De Leon (2020) explains that artistic coordination involves controlling eye and hand motion in tandem, using a sense of position of the hands to direct the eyes, and processing visual data to guide manual actions. Coordination between the eyes and the hands is essential in many situations, including moving things, writing, playing sports, giving a performance, playing an instrument, or using a computer game controller. In other words, it's integrated into the routines of daily life. In its absence, even the most fundamental human activities would be impossible.

The process by which the visual system coordinates the information received via the eyes to manage, guide, and steer the hands in performing a specific job is known as creativity, which moves from the visual to the manual domain. It is also a sophisticated cognitive ability since it combines visual and manual skills, enabling the hand to be led by the visual simulation the eyes receive. This talent links the visible and the manual domains. It is the capacity to engage in activities that demand the use of both hands and eyes

simultaneously, such as an activity that uses the information perceived by the eyes to direct the actions carried out by the hands.

Adults rely on their visual-manual skills in various daily situations, so kids must grow and succeed in school. Visual-manual abilities are required for nearly all regular tasks. The use of visual data to address improper conduct is widespread.

The eyes have two essential functions: focusing on something and providing spatial cues to the brain. Self-awareness occurs when a person has a clear mental picture of where their body is at any one time. The visual information our eyes perceive is used to direct the concurrent motions of our hands in performing a predetermined activity.

In this case, we commonly engage our students in three fundamental manual skills in the classroom that use visual-spatial stimuli to be creative.

1. **Writing and Drawing.** Visualized text, symbols, images, and other objects prompt the brain to perform representation. Handwriting and drawing reflect the learner's understanding of what has been visualized or imagined. In this manner, the teacher provides a vivid picture of what is being taught so learners can deliver relevant and accurate manual outputs.

2. **Handling Implements.** The use of tools in doing various functions is also art. How learners observe such devices used by other people manifests role modeling. They learn the techniques by assimilating their skills with those who use them well. If adequately motivated, learners can even create a better way of using these implements for other purposes.

3. **Carving and Sculpturing.** Carving and sculpturing are often done with the help of some tools. However, other than the proper handling of tools, learners could be creative with their style of modifying what they visualize. Teachers can use this practice to develop learners' ability to control their manual actions and craft figures from their creative imagination.

4. **Building Pieces.** The work of the hands in shaping and forming objects, figures, models, devices, etc., reflects the person's visual experiences. Any action done by the hands is influenced by how the person sees things. Therefore, students can perform manual skills very well in the right environment.

Image source: https://images.google.com/

## C. Social Emotional Learning through Art

Holistic education fosters growth in all areas of a student's personality and character. A kid is held to higher standards than only acquiring academic skills; they must also develop physically and emotionally. Social abilities are just as important as the ability to think critically in today's society.

Based on the Philippine Basic Education (2013), a student whose physical, emotional, and social needs are addressed is also more likely to do well academically because the character, notably self-control, is connected with improved learning. Proponents of these additional learning elements may be eager to call for the inclusion of new curricular offerings. But you can get along quite acceptably without these.

Credits to the original owner of the image: https://ertagle.wordpress.com/

Reading, writing, mathematics, the arts, music, science, and social studies can all be used to foster students' social and emotional development. The key is to help the student develop a strong attachment to the institution. It's the same in a classroom as it is at home. Every classroom has its own space for representation, logic, and connection. Effective pathways for developing such a unique connection between a kid and a school can be paved through instructional techniques that encourage collaborative learning through group projects and increased parental participation. These activities help students feel like they belong in their classroom, a microcosm of the larger community.

According to thehomecoming.org (https://thehomecoming.org/why-art-and-craft/), integrating art and craft into teaching has at least three benefits.

**Emotional Regulation by Self-Expression.** Young people can express themselves via art. In turn, this helps parents comprehend their children and provides youngsters with self-control. Painting may be an outlet for some children to relieve tension or find solace.

**Helps in Socializing.** Participating in an arts program allows kids to meet and build bonds with peers who share their interests. Parental participation in the activity also helps link parent and child.

**Boosts Self-Esteem.** A child's confidence and sense of competence can benefit significantly by engaging in arts and crafts activities. Children with high levels of self-esteem are more motivated because they are less afraid to try new things and have more faith in their own talents. Children who believe in their intelligence and are prepared to take on new academic challenges are more likely to succeed in the classroom.

## D. Integrating Arts and Creative Literacy into the Curriculum

The term "art" can refer to various disciplines, including the visual arts, music, theater, and dance. Students who want to develop their artistic abilities and express their unique perspectives will have to look elsewhere since many schools are eliminating their art programs. The arts may be included in the regular curriculum without dedicated art sessions. Including artistic and imaginative activities in the curriculum is a widespread trend.

Vista Higher Learning (2018) proposes seven ways to integrate arts and creativity into teaching and learning across any subject area.

1. **Encourage the use of art-related vocabulary.**
   Encourage students to use art-related terminology in everyday speech and presentations by teaching them new terms.

2. **Integrate art into other subject areas.**
   Connect art to other disciplines, such as science (through the study of the evolution of a living thing or plant), mathematics (through the study of geometric shapes and measurement), social studies (through the study of paintings, photographs, and dramatic recreations of historical events), and language arts (through the analysis of a well-known work of art).

3. **Allow students to explain their thoughts, ideas, and feelings through drawing and labeling.**
   Some students struggle with writing. Sketching may assist youngsters, especially those learning English or with specific needs, in communication. Student effort can improve vocabulary, grammar, and writing. Pictures provide context, helping students relate relevant input to a topic or text.

4. **Delve deeper into units of study.**
   Students can improve their understanding of themes presented in history and other subject areas by constructing artifacts, such as dioramas, models, sculptures, pictures, etc.

5. **Allow students the opportunity to role-play.**
   Acting out a tale, character, or event helps some children grasp. Role-playing, whether it's only a segment of a book or a "readers' theater" exercise, helps kids gain confidence and knowledge. Use props and settings to impress parents and authorities.

6. **Allow students to move and perform.**
   Dance to get students up and moving. Students can act like historical individuals, dance to recorded music, or pretend to be science class materials. When pupils can move, learning becomes interesting and engaging.

7. **Learn through song.**
   Students can better comprehend and remember knowledge when presented in musical form. Additionally, they teach musical aspects like tone, beat, and rhythm, which contribute to developing listening abilities. Further, songs can assist kids studying English in comprehending English grammar and vocabulary in a manner that is easier for them to retain.

## *Conclusion:*

Creativity is an approach to developing valuable, novel ideas and ways of looking at the world. Literacy in the arts and creative fields encourages one to use their creativity to devise practical solutions. Student's social, emotional, and cognitive skills can all benefit from exposure to the arts.

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