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INTELLECTUAL OUTPUT 04

ARTISTIC CREATIVITY

4 Creativities Project
№2019-1-BG01-KA201-062354





INTRODUCTION

The aim of FCREATIVITIES project is to improve the teachers' abilities to generate a creative education, leading to the creation of students who are able to think, analyze and solve daily problems. We **will develop new artistic skills** and competencies through the incorporation of new proposals, spaces, methodologies, and resources that will increase the students' ability, creativity and the skills for innovation. These activities will be used **with 10 to 12 years old students**, promoting their motivation and creativity. The activities will be composed of **six workshops** which will contain the different activities that we will elaborate with our students.

With the **artistic creativity** promotion we will improve the artistic capacity of our students and the ability to express their desires, emotions and fears. With a boost in artistic creativity, children will create their own "products". This type of artistic expression will support the development intelligence in students. Artistic creativity will take place through different categories of workshops: workshop for the development of visual expression; workshop for the development of verbal expression and workshop for the development of body expression.

Artistic activity will be **boosted through creativity, self-discovery and emotions**. That will lead students to express their desires.



Title of the workshop

CROSSING STORIES



Description and artistic values in everyday life

Describe the workshop and its **artistic application/values** in everyday life ...

Stories are part of our daily life. Everyone should know how to listen and narrate them. But also recognize what or what are its central elements.

In this exercise, we will learn to identify those keywords, as well as to order stories and narrate new ones.



Aims

Please list the objectives you want to achieve...

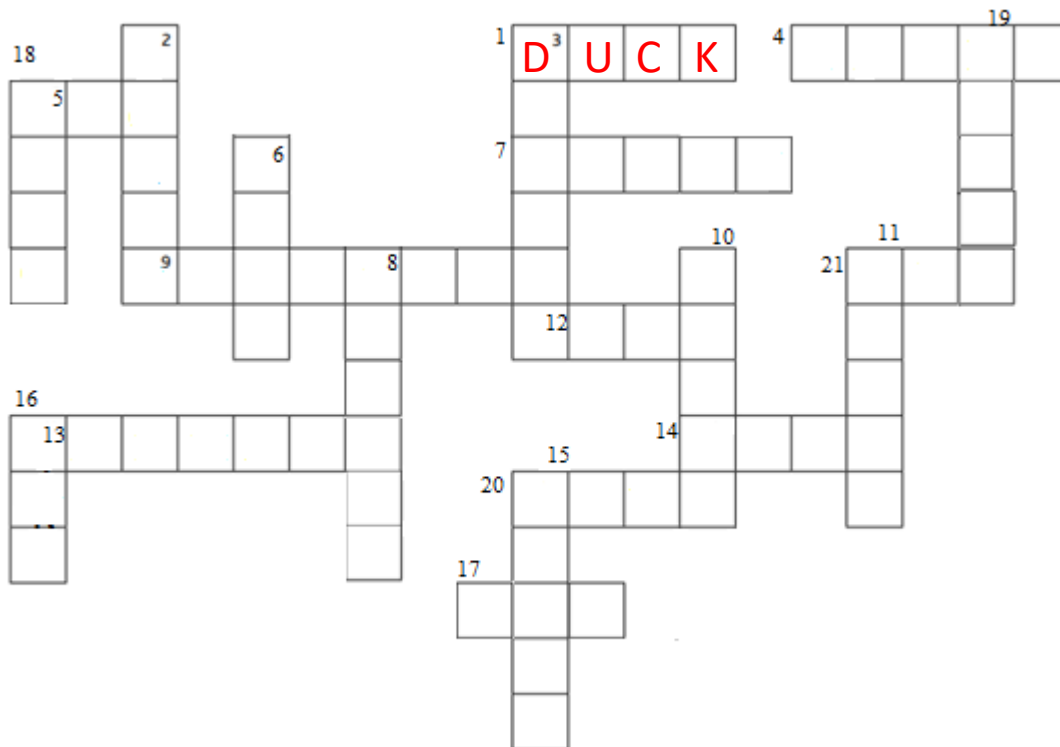
- *Students will learn new words from short definitions.*
- *Students will learn to identify the key elements from a long story.*
- *They will also learn how to order a story chronologically.*
- *Students will develop their creativity by making up a story from given situations and elements.*



Steps we must follow

Detailed description of the different steps to carry out the workshop...

1. First, the teacher will distribute a card to each student with the following crossword. Students must fill each line with the correct word following the instructions above. Allow 10-15 minutes to complete this exercise:





Definitions across

1. A waterbird with a broad blunt bill, short legs, webbed feet, and a waddling gait
4. Not familiar or like other things you have known
5. Place where many kinds of animals are kept so that people can see them
7. We use it to eat
9. A fossil reptile of the Mesozoic era, in many species reaching an enormous size
12. Tall plant with a hard trunk and branches
13. A mythical sea creature with the head and trunk of a woman and the tail of a fish
14. The day of the month or year as specified by a number
17. You use the fork to...
20. When you are born, you are a...
21. Look at the...! There is a beautiful rainbow.

Definitions down

3. Arid land with usually sparse vegetation especially
2. The earth, together with all of its countries and peoples
6. The surface of the earth that is not covered by water
8. Small creature with eight legs
10. A soft toy bear
11. A public road in a city, town, or village
15. An expanse of sand or pebbles along a shore
16. When you are lost, you use a...
18. Only integer (whole number) that is neither positive nor negative
19. When you arrive before the scheduled time at a site, you have arrived...



2. Once the time is over, the teacher shows the answers of the crossword and explain the meaning of those words or definitions that students do not understand. The correct answers are the following:






























3. Now, the teacher gives the students other cards with images on top. Some of them correspond to words that already appeared on the crossword above. Let's create fabulous stories with them. Since this is a creative exercise, stories do not have to be or seem real. The students should let their imagination go as further as they want. But there is only one requisite: time during the storytelling process must be respected. Students have to narrate the story chronologically: using the times of the day (morning, afternoon or night) or using textual connectors (such as "first", "later", "finally" ...), or being guided by the biological process, as in the following case:

"When I was a **baby**, I was scared to go to the **doctor** and wanted to be a **mermaid** because I loved going to the **beach** and diving **under the sea**. Now that I'm older, I'd rather be a **forest fairy** and be able to fly to the **sky** whenever I want".



The following worksheet is for the teacher to print and laminate it if possible (the students should manipulate it and might exchange the position of the images a lot of times so the material can tear easily):

 butterfly	 dinosaur	 cowboy	 doctor	 fairy	 elephant
 knight	 baby	 alien	 policeman	 robber	 donkey
 lion	 gymnast	 witch	 mermaid	 ballerina	 astronaut
 theme park	 forest	 swimming pool	 volcano	 zoo	 North Pole
 sky	 street	 Under the sea	 beach	 garden	 school
 castle	 farm	 desert	 mountain	 party	 church

4. In the last example, 8 words appear from the previous tab. The student who manages to create the best-ordered story with the most words will be the winner of this creative activity.



Materials needed

In order the teacher to be prepared for the proper implementation make a list of all needed materials and resources needed.

- Cardboard with crossword
- Pencils/Erasers
- Printable tab with images



Tips

Teachers can implement this activity within their classes by adding or modifying the crossword suggested in the example, together with the images of the proposed cards, depending on the difficulty requirements of their students.

TIP: This activity can also be conditioned:

Case 1. The student can be asked to show at least one element from each section of the card in his story (there are 6 sections, so the teacher guarantees that the student will cite at least 6 elements). Example:



Sample 1:

“Once upon a time there was a **dinosaur** who was a **robber**. A **policeman** discovered him robbing a **church** one morning. But the cunning animal climbed to the top of a **mountain** and managed to hide in a **forest** until night fell.”

Case 2. The teacher can randomly choose 1 item from each row (there are 3 rows) and the student will have to create a story with just those 3 items, not mentioning any others. This adaptation of the exercise requires greater maturity of the student and greater concentration. Example:



Sample 2:

“A little **butterfly** was born in spring. He flew and flew until he landed in a strange and unknown country. At first, the butterfly was very comfortable, but suddenly it began to feel very hot. A **volcano** had erupted near his house and the lava was very close to it. The butterfly had to migrate to the **North Pole** and there she lived happily ever after.”