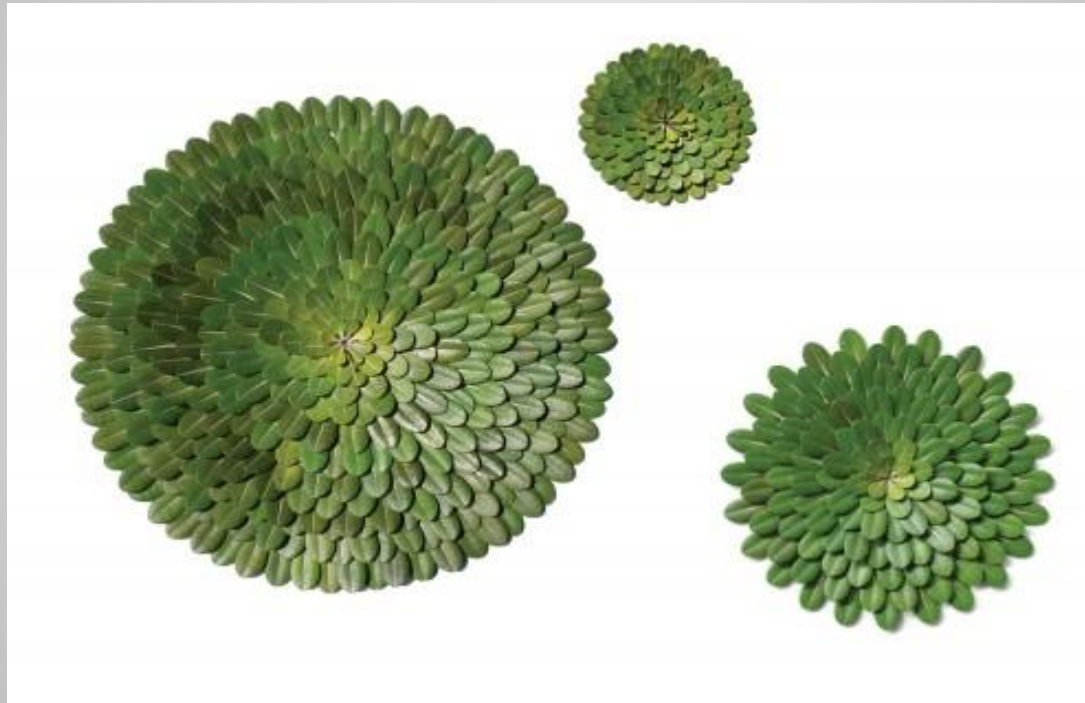


# *Creativity and the arts in early childhood: Fostering the creative spirit of teachers and children*

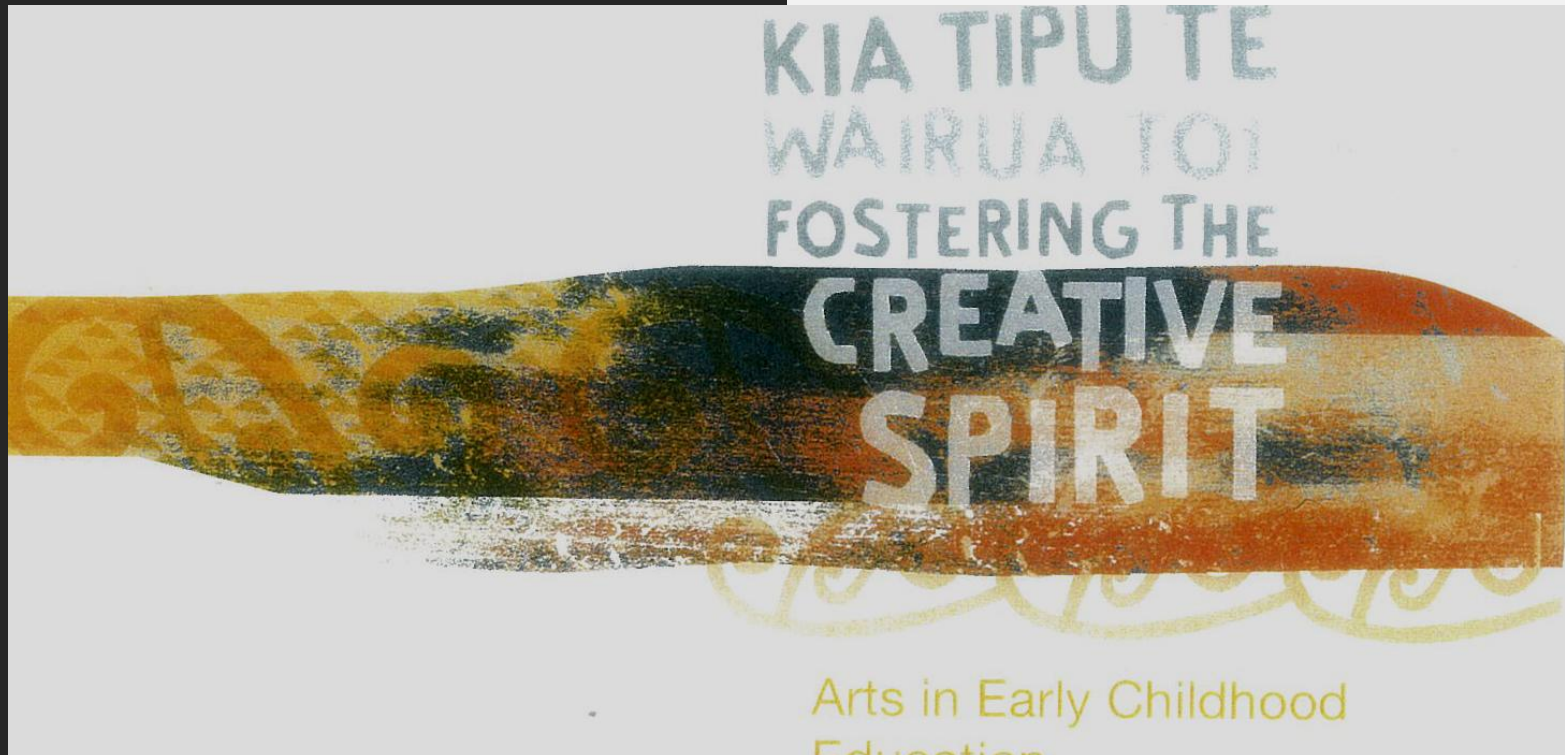


**Lisa Terreni**

***Te toi whakairo, ka ihiihi, ka wehiwehi, ka aweawe te ao  
katoa.***

*Artistic excellence makes the world sit up in wonder.*





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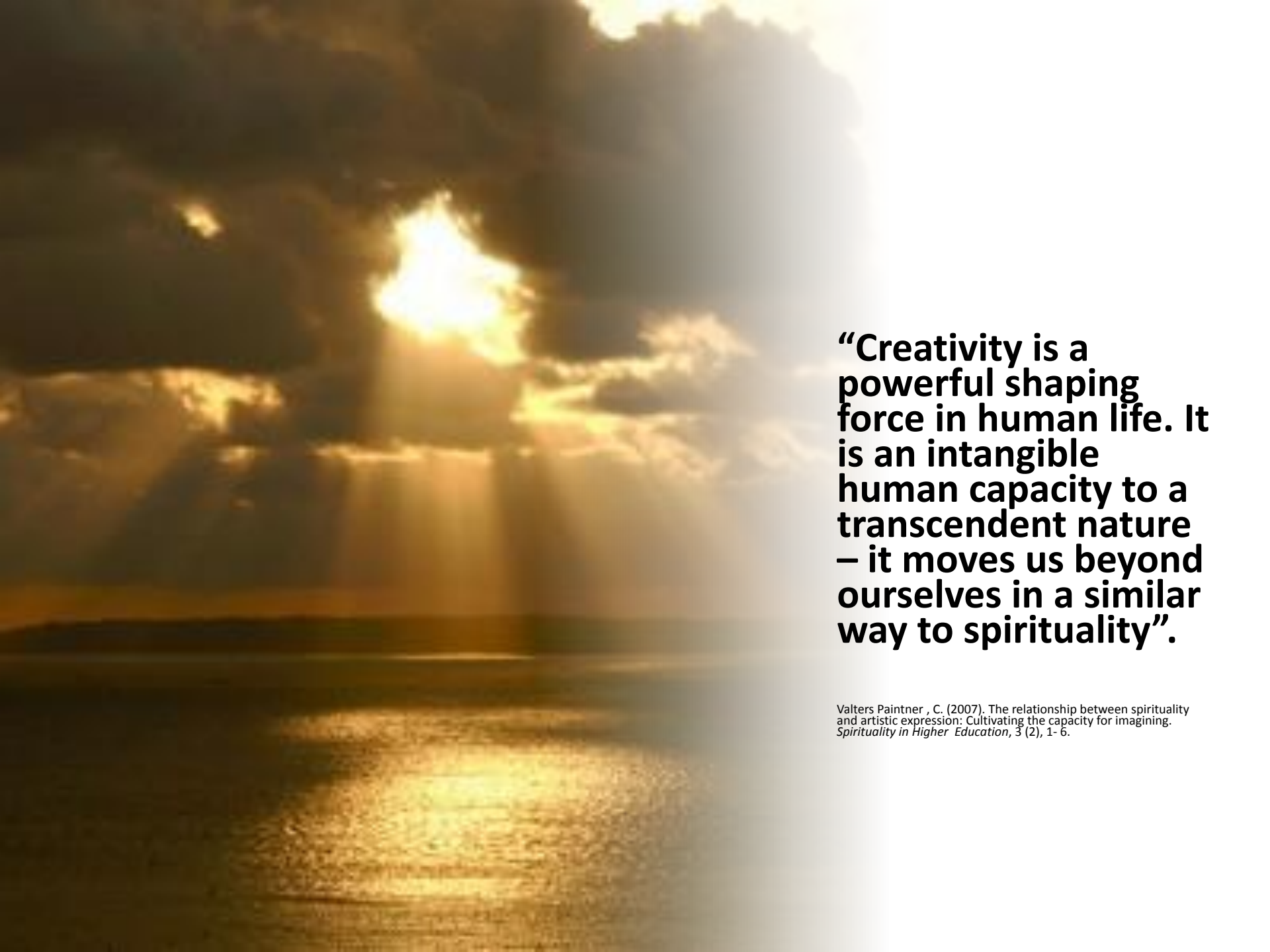
This session will discuss the importance of fostering creativity and multi-literacies through the arts, and the importance of playfully nurturing the creative spirit in both children and teachers.



## Why is visual art education important?

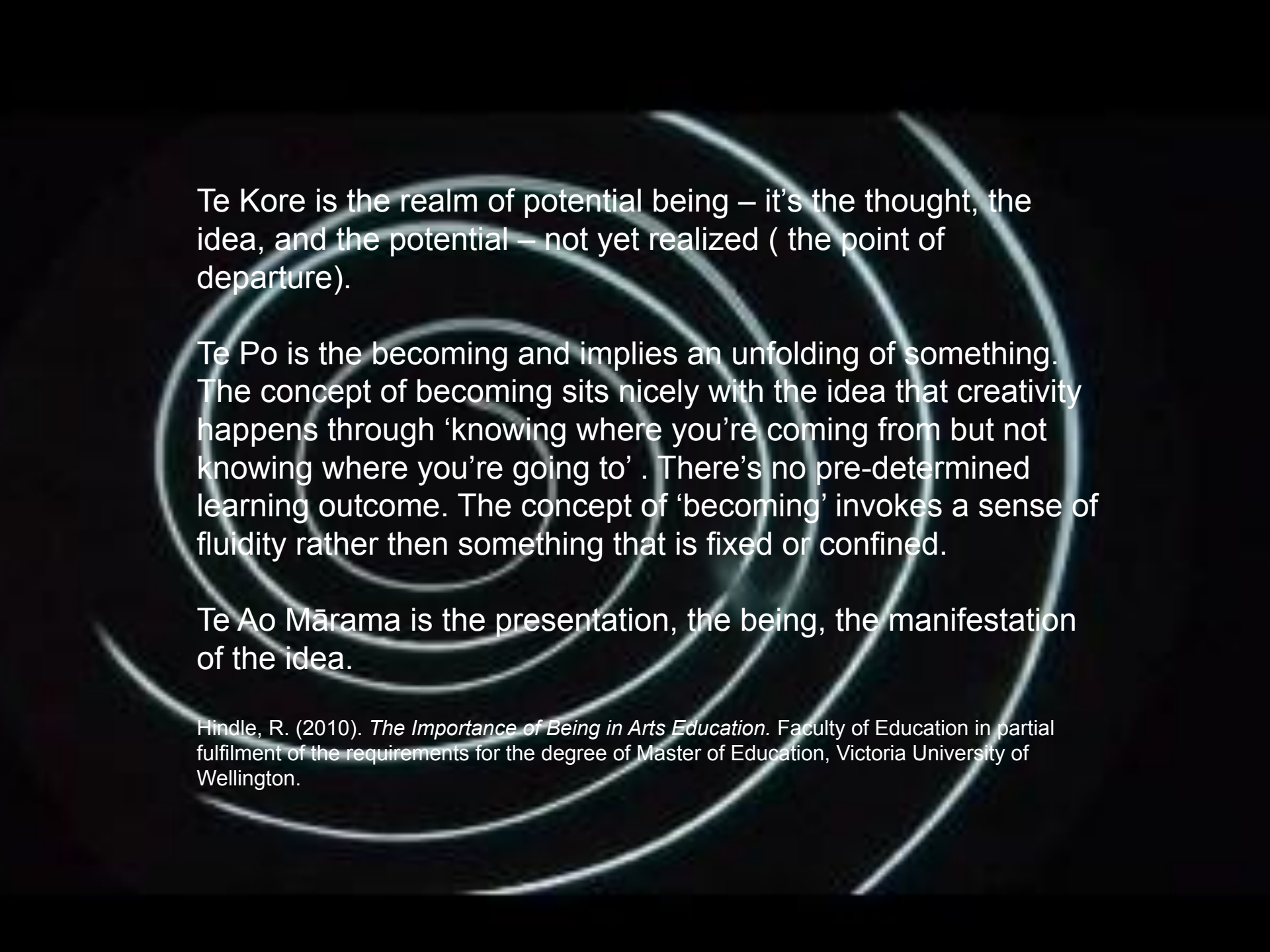
The arts are necessary to:

- maintain the early childhood sector's belief in the importance of providing quality programmes that support the 100 languages of young children,
- to ensure that our nation produces creative individuals (not just IT specialist and scientists but also musicians, painters, actors, designers, movie directors and technicians etc) who can contribute to the economic development of our country,
- to use the arts to celebrate our sense of identity (our well-being, our issues, our concerns, our diversity, our uniqueness),
- and to connect with our spirituality.



**“Creativity is a powerful shaping force in human life. It is an intangible human capacity to a transcendent nature – it moves us beyond ourselves in a similar way to spirituality”.**

Valters Paintner , C. (2007). The relationship between spirituality and artistic expression: Cultivating the capacity for imagining. *Spirituality in Higher Education*, 3 (2), 1- 6.



Te Kore is the realm of potential being – it's the thought, the idea, and the potential – not yet realized ( the point of departure).

Te Po is the becoming and implies an unfolding of something. The concept of becoming sits nicely with the idea that creativity happens through 'knowing where you're coming from but not knowing where you're going to' . There's no pre-determined learning outcome. The concept of 'becoming' invokes a sense of fluidity rather than something that is fixed or confined.

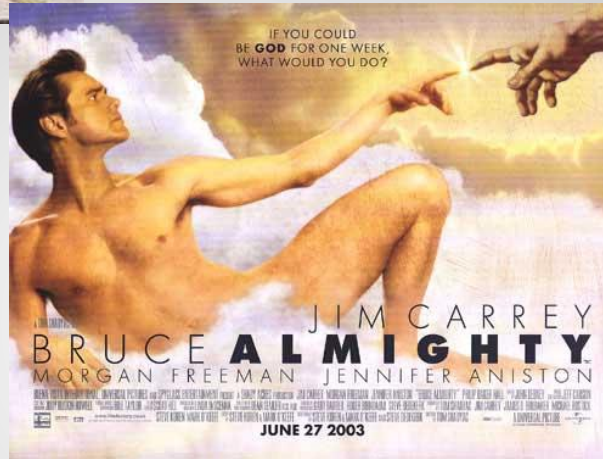
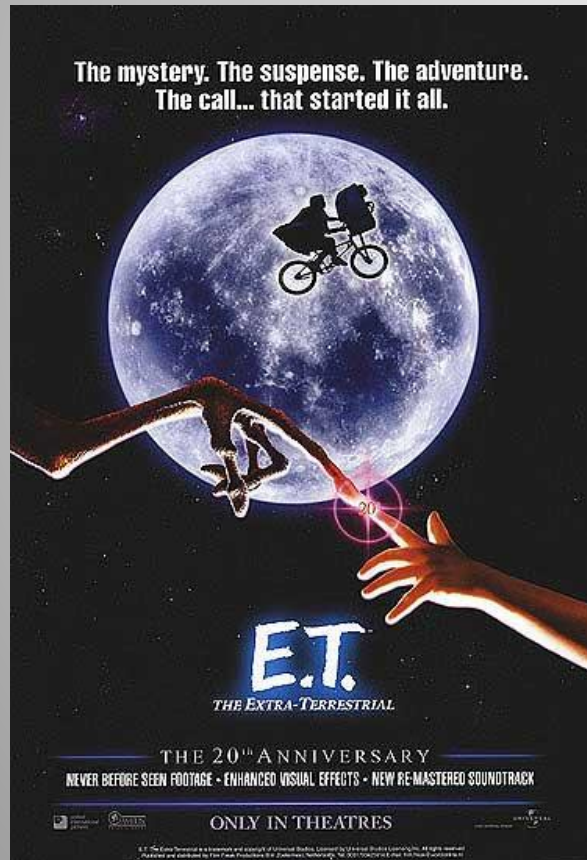
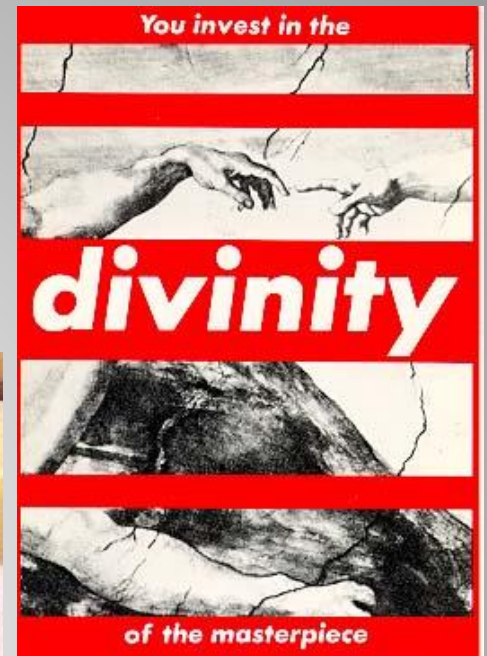
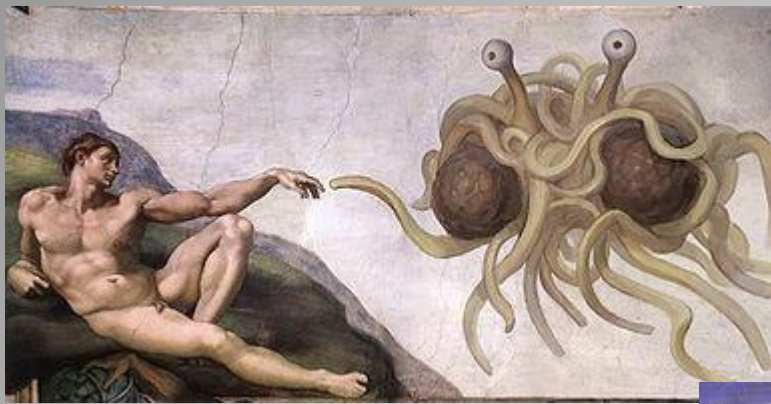
Te Ao Mārama is the presentation, the being, the manifestation of the idea.

Hindle, R. (2010). *The Importance of Being in Arts Education*. Faculty of Education in partial fulfilment of the requirements for the degree of Master of Education, Victoria University of Wellington.



God, the  
great Creator

*The Creation of Adam* by Michelangelo







Frosty Man and the BMX Kid  
<http://www.youtube.com/watch?v=CWLIDizi8SU>

# The role of the arts in Christchurch – lifting the spirit of the people!





## Artist Grayson Perry: The Reith lectures



“Play is an important thing because you have to let yourself go to be creative...you have to play and be a bit ridiculous and be non judgemental about it and say “oh this is such fun” ...and suddenly that ridiculous idea that you’ve been having suddenly becomes the next ten years of seriously money making work!”

<http://www.bbc.co.uk/programmes/b03g9mn1>

Teaching is  
one of the  
most creative  
things anyone  
can ever do!



# Why?

Teaching is like a performance, it is often done with skill and grace, and sometimes you can experience 'flow' i.e. when you performing an activity where you are fully immersed in a feeling of energized focus, full involvement, and enjoyment in the process of the activity. In essence, flow is characterized by complete absorption...

Teachers often works with unpredicted situations which need innovative and flexible responses.

The results of teaching are often 'emergent' they happen as a result of interactions with children, so teachers often need to respond creatively.

Teacher's can bring their own imagination, interests, and creativity into programmes. Teachers need to think 'divergently'!

But teachers need input, ideas, provocations and stimulation so they can maintain their creativity in their practice.

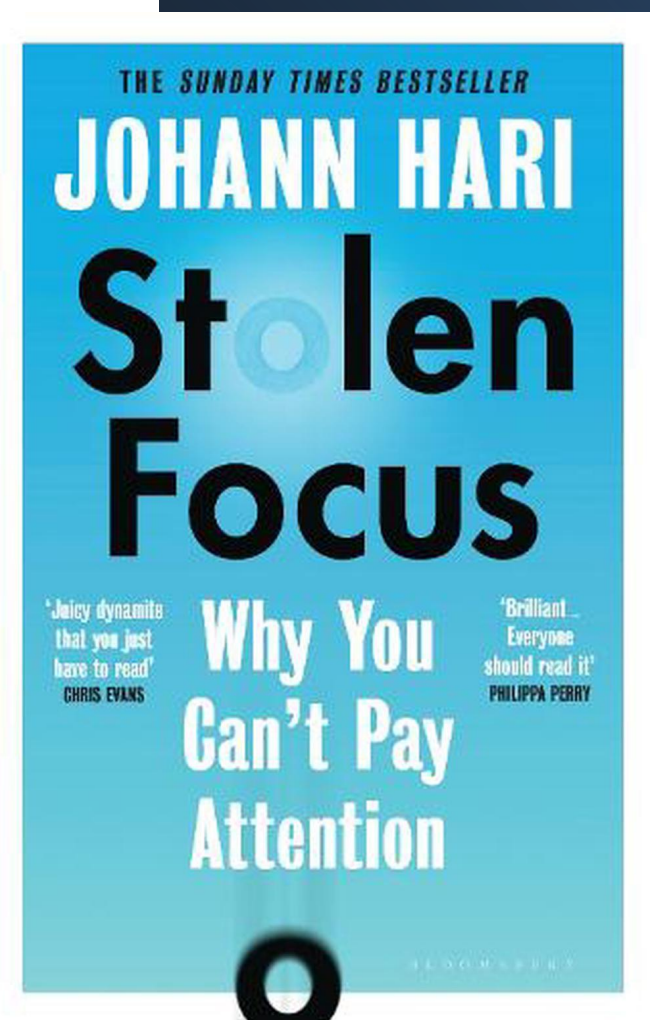


**Flow** Where you are so involved in a task that “Time evaporates around you”

Firstly you need to be mono tasking. You can't achieve flow state if you're trying to do more than two things at once. Only one thing at a time.

You have to be doing something that is meaningful to you. So it has to connect with some of your core values, things that you want more of in your life.

It has to be at the edge of your abilities, but not beyond them.





**What are the conditions for creativity  
—  
for children and teachers?**

# love/passion/interests



“We are all born with extraordinary powers of imagination, intelligence, feeling, intuition, spirituality, and of physical and sensory awareness (p.9)”.





## *The 100 languages of children*

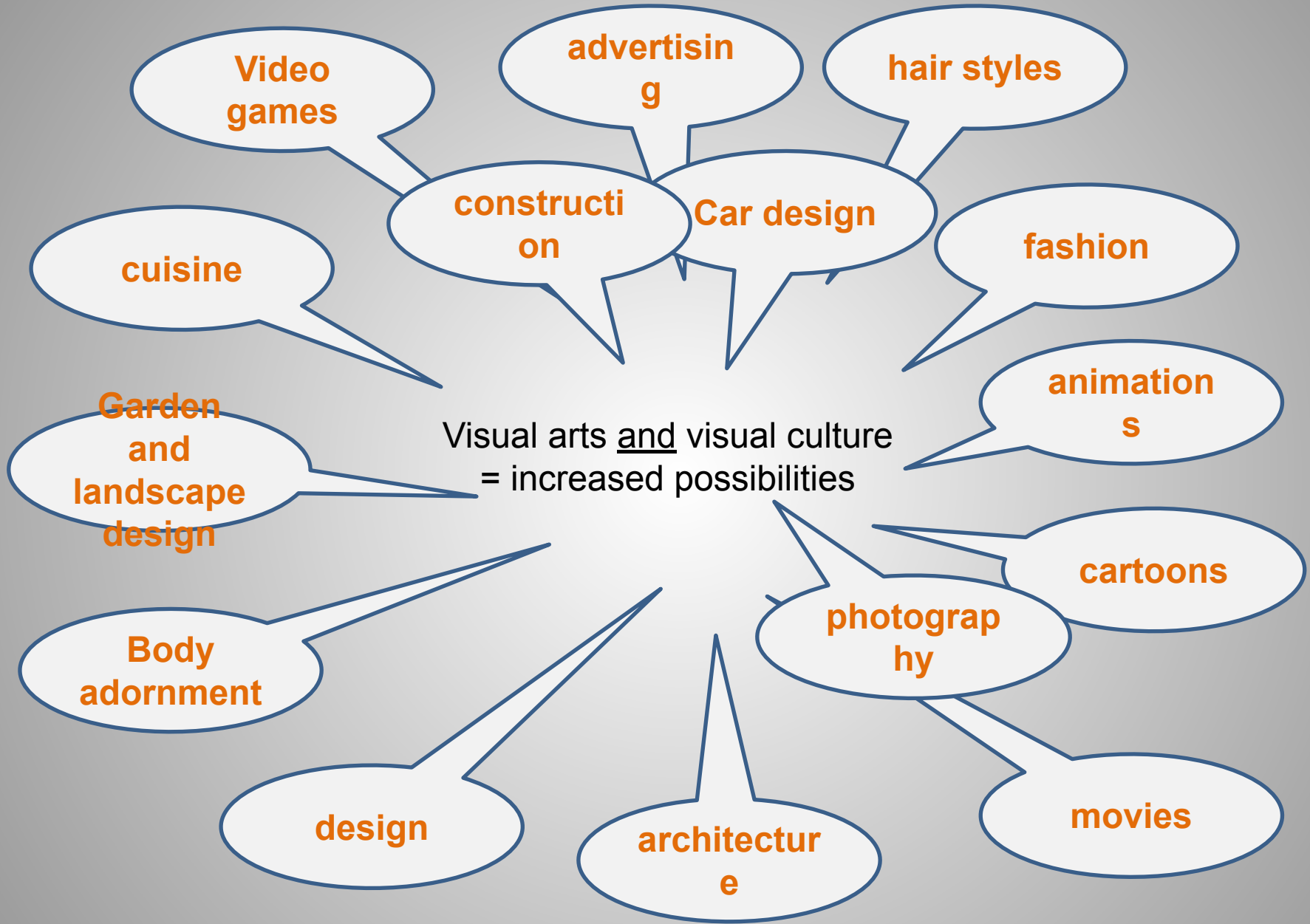
“The One Hundred Languages is a metaphor for the extraordinary potentials of children, their knowledge-building and creative processes, the myriad forms with which life is manifested and knowledge is constructed. The hundred languages are understood as having the potential to be transformed and multiplied in the cooperation and interaction between the languages, among the children, and between children and adults.”

*Carlina Rinaldi (2013) Re-Imagining Childhood*



Dancing, dramatic play, and drawing are traditional languages but what others might there be?

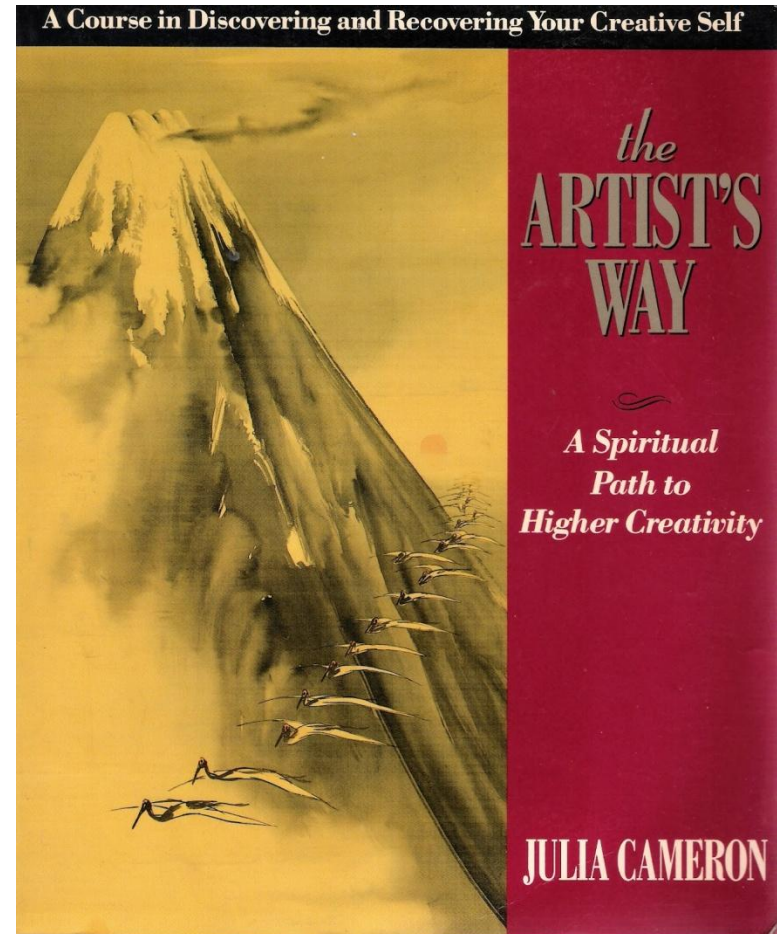
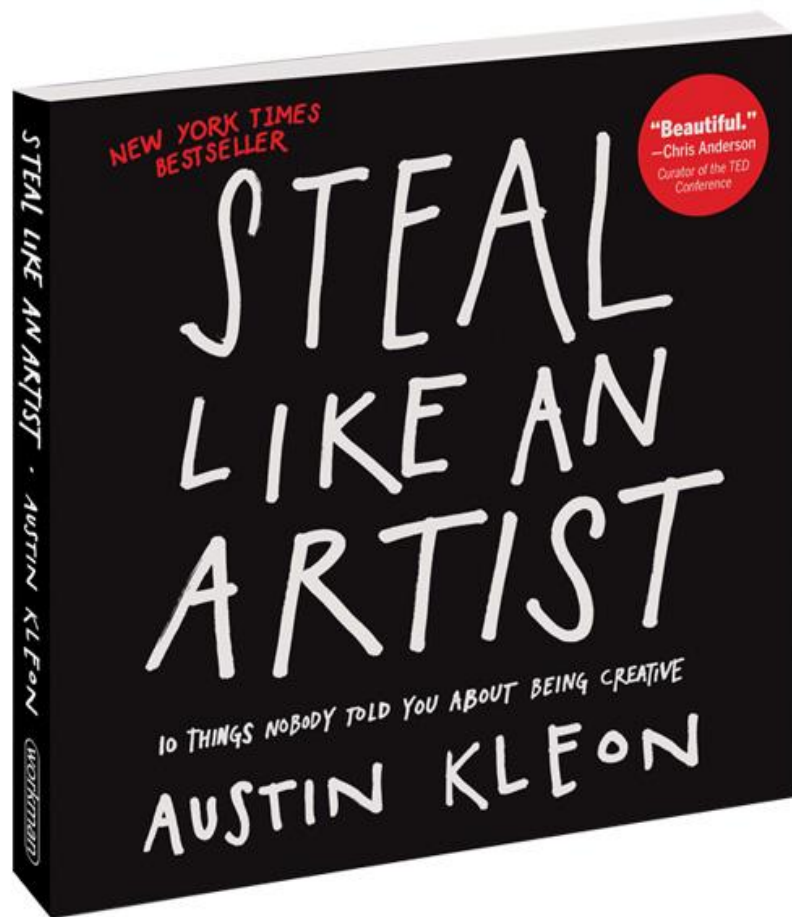
Think beyond the arts to include aspects of visual culture.



How can  
teachers  
enrich their  
teaching and  
express their  
own interests?



# Two useful books for enhancing your (teaching) lives





THE HUMAN HAND IS INCAPABLE  
of MAKING A PERFECT COPY.

# START COPYING.

Nobody is born with a style or a voice. We don't come out of the womb knowing who we are. In the beginning, we learn by pretending to be our heroes. We learn by copying.

We're talking about practice here, not plagiarism—plagiarism is trying to pass someone else's work off as your own. Copying is about reverse-engineering. It's like a mechanic taking apart a car to see how it works.

**"Start copying what you love. Copy copy copy copy. At the end of the copy you will find your self."**

—Yohji Yamamoto

Heather Straka  
*The Asian*, 2011



This installation is comprised of an original painting by Straka and 59 copies produced by 59 Chinese artisans working from the Dafen Oil Painting Village in the Longgang District of Shenzhen.



# My conditions for developing creativity:

## 1) playfulness



*Christmas Door competition*

“Serious art is born from serious play”.

Cameron, J. (2020). *The Artist's Way: A Spiritual Path to Higher Creativity*. USA: Tarcher



safety





# magic and mystery

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# Art in Early Childhood

Connect with others around the globe who are passionate about visual arts in early childhood. Be informed and inspired by international research, art projects and publications. Come and join our noisy, inspiring, inclusive and collaborative family at the Art in Early Childhood annual symposiums and biennial conferences. Share your work and be inspired to centralise the arts for young children.

[ABOUT US](#)

<https://www.artinearlychildhood.org/#:~:text=The%20International%20Art%20in%20Early,of%20art%20in%20early%20childhood.>

Resources that can help  
inspire teachers

# ecARTnz

ecARTnz is an e-magazine of professional practice that show-cases examples of excellent visual art education for infants, toddlers and young children. Articles are written by early childhood teachers and students working in early childhood centres, academics and researchers. Articles are illustrated with colour photographs showing both teachers and children engaged in visual art learning experiences. Web-links to relevant internet sites are also included. The magazine provides information about relevant conferences for teachers. Books, websites and literature on visual art education for early childhood are reviewed.

You can download each issue for free by clicking the image on the right.

All ecARTnz issues are PDFs and you need Adobe Reader to open them (to download Adobe Reader click [here](#)).

Issue 21, 2021

The theme of this issue examines early childhood art in the isolation era by looking at connections and creativity, and provides three unique insights into such experiences.



Stay Informed!

## Resources that can help inspire teachers

<https://elp.co.nz/resources/ecartnz-magazine/>

Arts in early childhood education

edited by  
Beverley Clark, Anne Grey and Lisa Terreni

KIA TIPU TE  
WAIRUA TOI –  
FOSTERING THE  
CREATIVE  
SPIRIT



ALWAYS LEARNING

PEA

KIA TIPU TE  
WAIRUA TOI  
FOSTERING THE  
CREATIVE  
SPIRIT

Arts in Early Childhood  
Education

Clark, B., Grey, Anne, & Terreni, L. (2013). *Arts in Early Childhood: Education: Kia tipu te wairua toi – Fostering young children's creative spirit through the Arts*. Auckland: Pearson New Zealand.

**New approaches challenge  
the old developmental  
sacred cows of  
EC visual art/arts education**



- **Learning leads development and considering children’s artistic repertoires**

see also Ashton, L. (1997). Repositioning children's art development from Rungs to Rings. *Australian Art Education*, 22, 3-16.

- **Challenges “process not product. The product is important too!**

Elephant Series: Book Launch Day 1 (kaltura.com)

- **IT and other tools have always been, and continue, to be used by artists (cameras, computers, data projectors)**
- **Challenges “set-up-stand “back approach. Adult/peer engagement is crucial (co-construction) for learning in the arts as it is in other areas.**
- **Art making but also: looking at art, thinking and talking about art, critiquing art.**
- **No to the ‘no’ rules!**

**“Life is a spiritual dance and our unseen partner [creativity] has steps to teach us if we will allow ourselves to be led”.**

Cameron, J. (2020). *The Artist’s Way: A Spiritual Path to Higher Creativity.*

