**2010 Summer Creativity Exploration**

The Creativity Exploration takes place each July and includes participants from second grade through high school. Teachers, parents, students, and peers nominate candidates for the three-day workshop using a variety of indicators. Students love their high energy studies of arts, sciences, and humanities. The workshop teachers bring in expertise from a variety of subject areas, and the workshop activity reflects this diversity. They work in teams, designing rich programming around the interests and talents of participants in the program. Programming adjusts over the three days becoming increasingly individualized as teachers and students establish mutual learning goals. Students often participate year after year, literally growing up with the program. Students from the earliest workshops have gone to college, many on to graduate school, and most have embarked on professional lives. Drs. Read Diket and Nykela Jackson thank parents for your children’s participation in the program.

**Broadway**
We learned a lot about musicals and plays.
~Abby M.
It was fun and interesting.
~Jourdan Green

**Renaissance**
I wrote about how modern day inventions changed.
~Abby T.
I learned that there was an instrument called the Aloo.
~Hailey P.

**Mysteries**
I liked it and it was awesome.
~Delaney D.
It was mysterious and mind-blowing.
~Chickaylla W.

**Rockets**
I liked making kites and gliders.
~Kelly G.
I liked making everything.
~Hannah D.

**Art**
It was fun and challenging.
~Avianna H.

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**What is Creativity Exploration?**

On July 19, 2010, through July 21, 2010, students grades 2 through 12 are invited to the Creativity Exploration. This year’s program consisted of five modules that students could participate in:

1. Back to the Renaissance Rebirth of the Future
2. Still a Mystery
3. The Broadway Experience
4. Through the Eyes of Art
5. Wings to Rockets

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**Inside this issue:**

- Back to the Renaissance Rebirth of the Future
- Still a Mystery
- The Broadway Experience
- Through the Eyes of Art
- Wings to Rockets
Images “tell” stories about values, beliefs, goals, and structures. Those of us who grow up with the arts in our lives speak this language with images of our own, and have ideas about how instances in our lives might be made better, more aesthetically pleasing, or faced as problems. Newsweek published a special story, “Creativity in America,” as “the science of innovation and how to reignite our imagination.” The publication for July 19, 2010, displays a crayon assembled “flag” of broken blue star field, red and white crayon stripes with some broken to make the ends. This image evokes what is wrong with considering creativity out of context. The points of the crayons are pristine, and the paper skins are pristine. Still the image can only work if some of the crayons are broken. If the image is to be believed, America’s creativity is unused, broken, and the reason may be that creativity is being artificially limited to only a few domains of knowledge.

The article quotes some of the leaders in creativity research. I studied with Paul Torrance for my doctorate in the late 1980 and early 1990s. Torrance, creator of several versions (verbal, figural, and kinesthetic) of creativity measures that were used in the 1990s William and Mary study of 300,000 children and adults, believed that creativity crossed domains of knowing. Making multiple versions of the test acknowledged that creativity appeared in descriptive languages (writing, drawing, and movement). What he would never have said is that creativity omitted or did not require the full range of language frames. Yet, Mark Runco, now at my doctoral university (The University of Georgia), seems to imply just that in the article--when he evokes an “art bias.” If the old claim to creativity is “unfounded” for visual images, I would have to question where Runco is looking and why he is finding a lack of evidence. Art emerged very early in the anthropological record, and was connected to the most basic of human questions--why do natural events appear with great regularity, and seasonal variations with such unpredictability. Who or what intercedes in these matters; where are humans going and how can individuals or their cultures change directions when things are not going right in the world.

The research record shows that creativity declines when the knowledge base expands rapidly (noted especially in the 3rd and 4th grade slump). Apparently, the brain focuses on the new information and allocates less time to creative recombination and extension of ideas and facts. If the trend continues, emphasizing facts over problem finding and problem resolution, then the skills and interests that grow from exposure may be severely restricted and creativity diminishes. Children prefer different frames for thought--some verbal, some visual, some kinesthetic, some mathematical, and some lucky children develop multiple frames because of or in spite of their school experiences. Multiple frames let children and adults go at problems from multiple perspectives and with a whole toolbox of creative approaches.

The emphasis on standards, assessment, and structured learning has taken its toll on creativity. Since the early 90s, William Carey’s Creativity workshop have combined intelligent thinking with creative problem finding and resolution. Our professors study the literature of the field with an eye to deep analysis and forward thinking. Creativity, brought to life through children and teachers, has the potential to address the concerns and potentials of the 21st century. We do not believe that creativity is not present, not artistic, not….anything. Creativity implicates the trait, ability, or attitude that enables change and insight into the complex environments of ourselves, our communities, our environment and world. Creativity needs to used, enhanced, engaged in the construction of new possibilities.
BACK TO THE RENAISSANCE REBIRTH OF THE FUTURE

The students, through this study of the Renaissance, ex how the past continues to have an impact on creating our futures. They entered the time machine into the past where they experienced the rebirth of the future through the lens of the Renaissance. Their was a discovery on how this period of history (technology, science, architecture, games, art, and society) evolved and developed through modern times.

The following were some of the experiences the students participated in:

- Explored the drama, art, music, and theater during the Renaissance
- Researched the diseases that occurred during the Renaissance and role played on the Black Plague
- Created and presented their personalized instrument invention based on the Renaissance
- Discussed and played different Renaissance games
- Participated in an interactive Leonardo da Vinci exploration

Instructors:
Brooke Foster
Jasmine Haynes
Kelly Rinebold
Beckie Thrash
STILL A MYSTERY

This unit was created to aide students in gaining insight of the history, culture, and research of mysteries that have remained unsolved and how these mysteries continue to impact today’s society. Building and acquiring knowledge through exploration and investigation, as well as, determining the difference between reliable and unreliable sources was vital in this course of study. Therefore, students had the opportunity to develop theories and conclusions based on individual and group experimentation. A research magazine was produced that reflected each student’s findings.

In this mystery class, the students participated in some of the following:

- Scavenger hunt
- Sand art
- Talk show/interview featuring Amelia Earhart
- Personalized geoglyph on the Nasca lines
- Timeline of the Bermuda Triangle
- Debate on the lost city of the Atlantis
- And several games based on the history, culture, and research of mysteries

Instructors:
- Dayatra Walker
- Christy Corbett
- Beth Roberts
- Judy Byrd
THE BROADWAY EXPERIENCE

This unit gave the students a true glimpse into what it takes to create a Broadway show. They also took part in a journey into the historical, musical, entrepreneurial, and cultural influences that shape Broadway. At the end of this production, the students were truly able to give their regards to Broadway!

The Broadway experience consisted of some of the following:

- History of the theatre timeline
- Impromptu based on a thought out scenario
- Personalized costume design
- Personalized playbills based on a culminating activity
- The basics of make-up application on developing an effective character
- A created original production
- A tour of the William Carey University Theatre

Instructors:
D.C. Bridges
Ryan Decker
Maggy Jinkins
Thalita Hosey
Marla Brewton
In this module students took a step backwards and began appreciating art from a different aspect. The students no longer created pieces and viewed them from their perspectives, but they began to appreciate the pieces “through the eyes of the art.” The students were exposed to various art forms from the past to the present, and created their own pieces while gaining a deeper understanding of the art itself. The students also experienced how to appreciate themselves and get in touch with their own selves, imagining themselves and art making via the created artwork.

The students learned different techniques of various art forms. The students lead discussions on how different pieces view their individual audiences and surroundings.

In conclusion the students took away deep appreciations and understandings. The concepts that the students took away from these experiences will enable them to be more appreciate members of society with multiple views on all subjects.

Some of the different activities the students participated in were:
- Pointillism (lots of dots)
- Caricatures (crazy faces)
- Self portrait
- Clay art
- Sculpture
- Matisse name collage
- Techno art
- Pop art

Instructors:
Alisha Smith
Kimberly Smith,
Connie Coon
Elizabeth Morris
WINGS TO ROCKETS

By wheel and boat, early man learned to traverse the Earth and Seas. Conquering skies, however, proved to be a far more challenging task. For centuries, we have looked to the clouds and beyond with wonderment, searching for a way to overcome and defeat gravity. Students explored Man’s loftiest ambition: From Wings to Rockets; The pursuit of FLIGHT.

Instructors:
Ashley Smith
Kano Clark
Tosha Johnson
Kim Beech

The students participated in discussions and created their own art work including:
- Rockets
- Kites
- Gliders
- Airplanes
- Jets
- Helicopters
- Hot air balloons
- Flying inventions