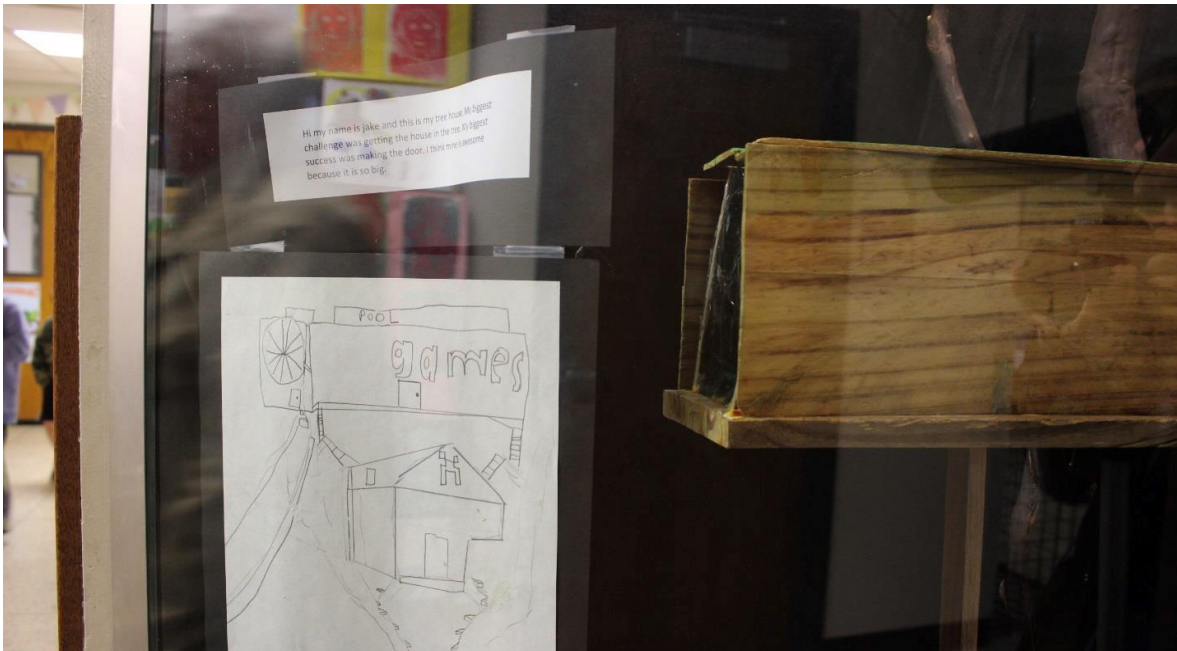


Making Student Creativity Visible to Themselves and the School Community

Emily Reiser, Montrose Elementary



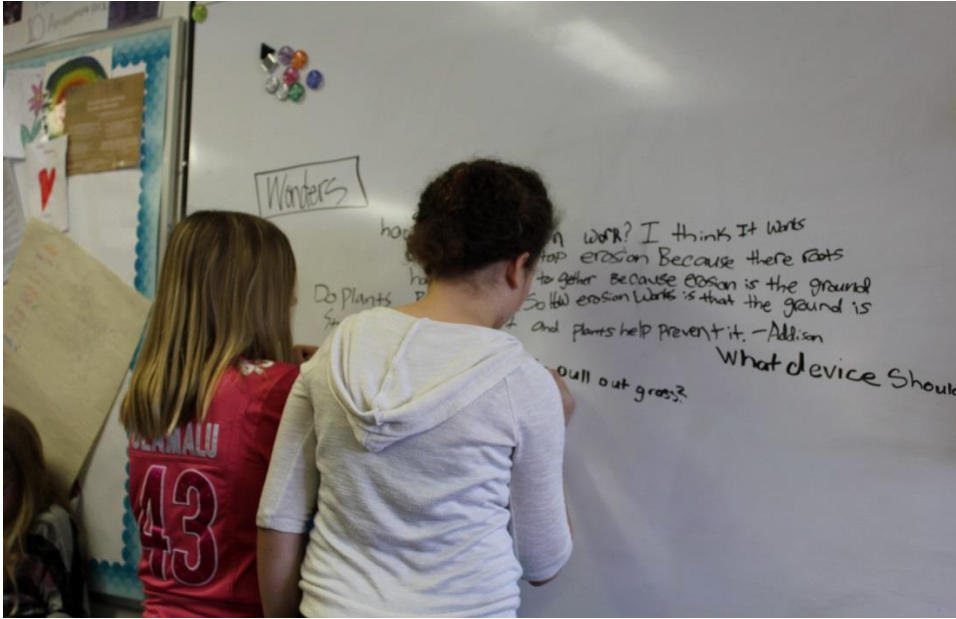
Ms. Reiser uses this glass case to feature particularly creative works, such as this tree house, alongside drafts, photos of students-at-work, and artist statements.



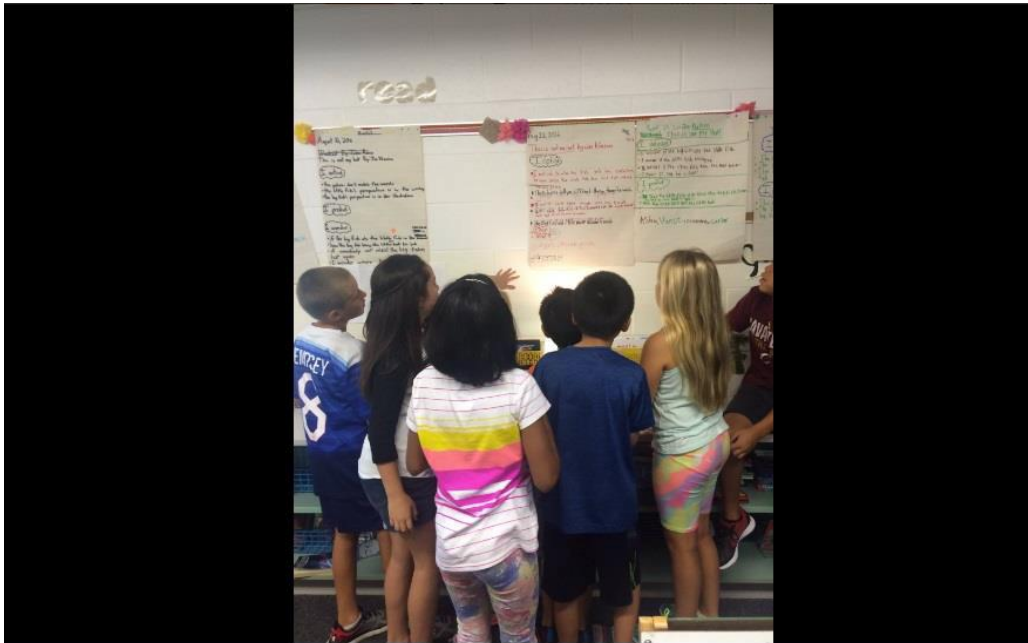
The end-of-year art show included numerous images of students at work. Ms. Reiser also asked students to write a message about art making to share with the visitors; she posted these as speech bubbles. After a multi-week project to research, design, and create a light fixture to illuminate a social issue, this student reflects that "In art, I learned it's not about comparing, it's about designing. Even in hard times, I keep going because art brightens the world, just as a light bulb does."

These are tools to help reflect on creativity by making it visible to yourself and others. Making Creativity Visible is an initiative of the Columbus Museum of Art, funded by the Institute of Museum and Library Services. Please send feedback, questions, and examples of how you have used this tool to Jennifer.Lehe@cmaohio.org.

Making Student Creativity Visible to Themselves and the School Community



Students use this space for their collective wonderings. To the left is a bulletin board that includes some of their brainstorming and the Thinking Like an Artist rubric for group reflections like “How did we [experiment] today? How could we have done that more deeply?”



Britanie Risner @HTERoom205 · Aug 25

Ss assessing our drafts; then discussing what they think makes something exceptional, okay, or a good place to start!

In Ms. Risner's room, one of the class jobs is “documenter,” a student takes photos throughout the day. Late in the day, the class looks through the pictures together to remember what they experienced and learned, and to look ahead. Some of these are shared on Twitter to invite the family and school community into their learning.

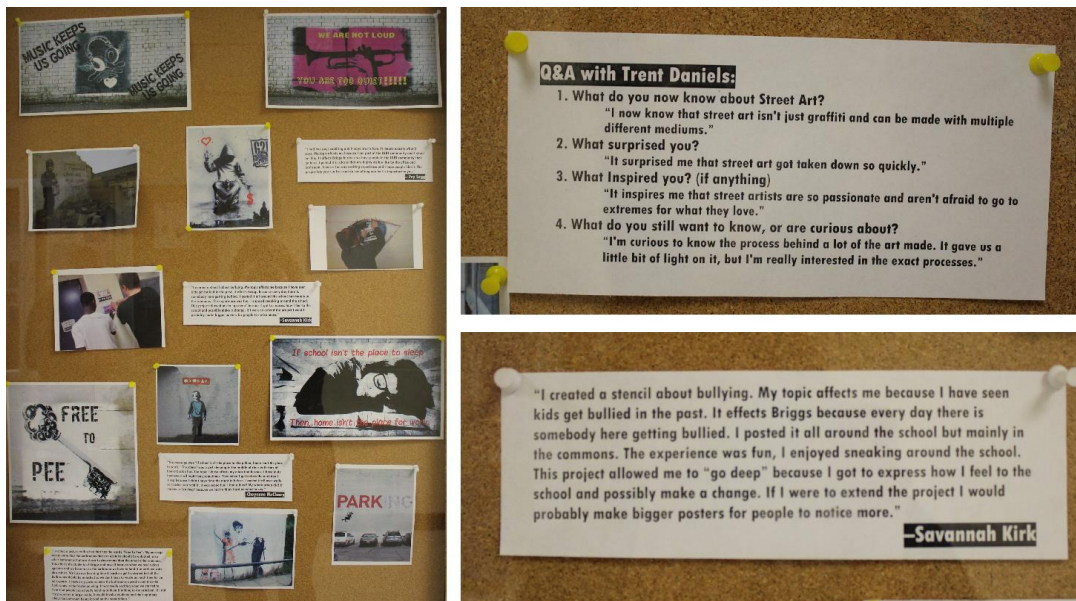
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Making Student Creativity Visible to Themselves and the School Community

Marcella Cua, Briggs High School



Collaborative mindmapping helps students expand and retain ideas in ways that oral brainstorming does not. After generating, elaborating on, and connecting ideas, students select topics they want to explore further. Mindmaps can be posted and referenced later to push thinking and work in different ways.



Ms. Cua's students researched street art, and adapted the medium to create a their own work addressing issues related to school. In the display, Ms. Cua mixed in photos of students hanging their work in the building, and excerpts from reflection interviews she conducted with them.

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Making Student Creativity Visible to Themselves and the School Community

Jason Blair, Eli Pinney Elementary School



The “Museum of Pinney Art” at Pinney Elementary is an installation of works in progress on the wall of the cafetorium, adjacent to the art room. This solves a practical storage challenge, and makes a space for making creative thinking visible. Alongside the projects is a one-page explanation of a project and the thinking habits it cultivates, photos of students at work, and the state standards it addresses.



epesART @epesART · Sep 6

"Wonder is curiosity's way of think." 3rd Ss #theDublinDifference



← ↻ ❤ 1 ⋮



epesART @epesART · Sep 6

"The reason why I can tell the artist thinks hard is... it makes me think hard looking at it." 5th gr. Ss #wegrowthinkers #arted #K12ArtChat

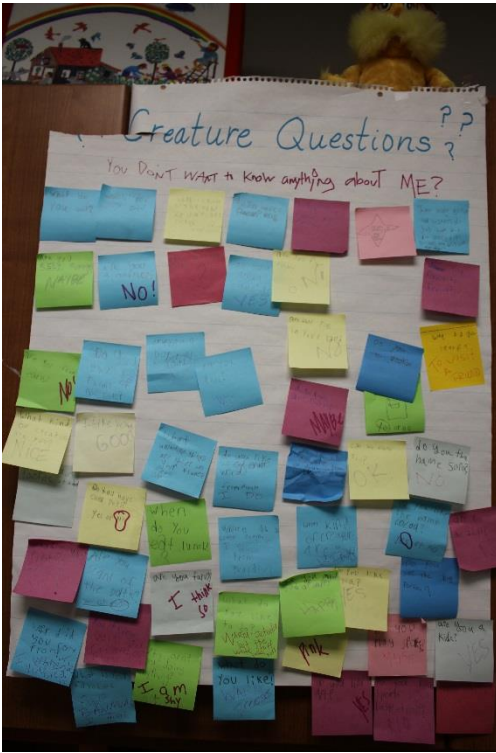
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Mr. Blair also uses twitter to make creativity visible through students' words and moments at work. As with the “museum” and Ms. Risner’s twitter account, the audience is not only student learners, but other teachers and parents, who may not otherwise see the value in their approach to teaching and learning. As the bottom tweet shows, Mr. Blair uses hashtags to link with the broader educational community.

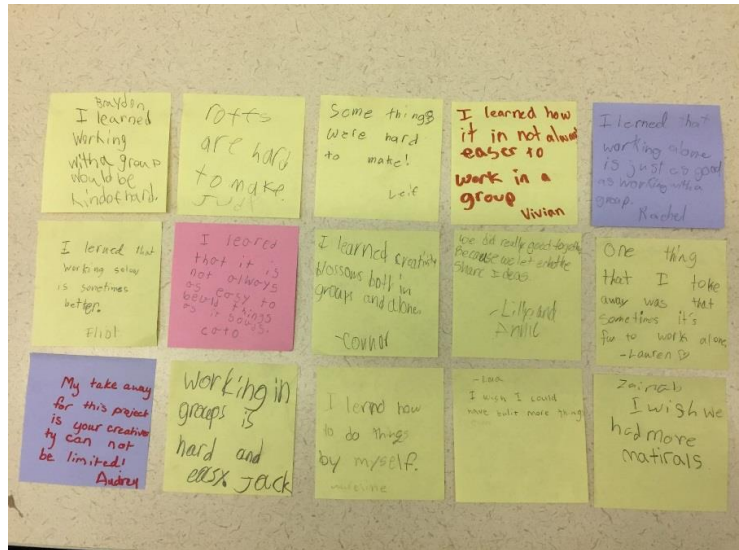
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Making Student Creativity Visible to Themselves and the School Community

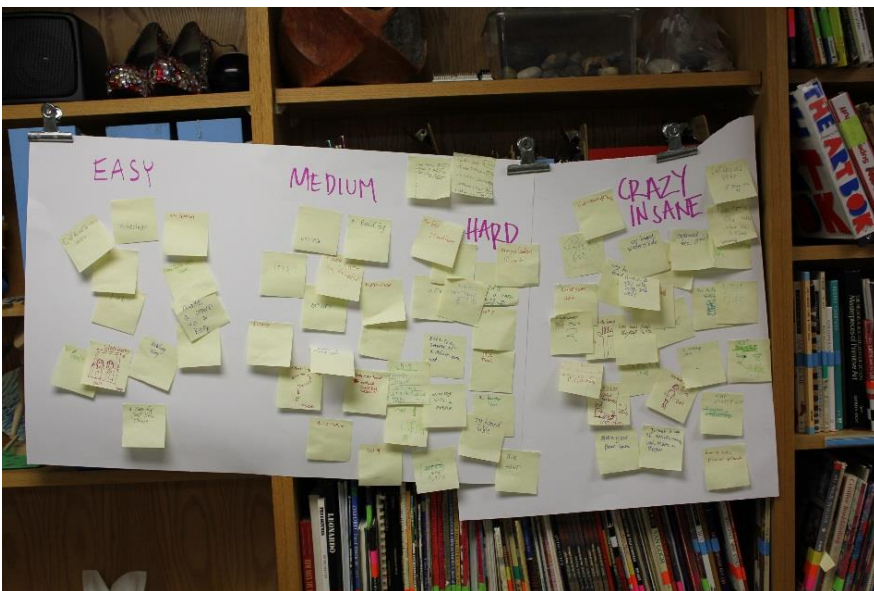
Sticky note ideas: Easy ways to prompt students to reflect, ask questions, or generate many ideas in any subject area.



Ask students to generate as many questions as possible on a new topic. Make sure questions remain visible.



After a lesson during a unit, ask students to write or draw one takeaway. Collect these and share common themes back with students. Use their observations to determine next steps for the unit.



For when students have completed a project or assignment, ask them to imagine various creativity challenges. Arrange them into levels of difficulty or by another category based on materials or relevant subject areas/themes.

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