

Creative & Critical Thinking
through
The Arts

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Critical Thinking?


Critical thinkers:

- Are by nature **sceptical**
- **Are active**, not passive
- Ask **questions** and **analyze**
- Consciously apply **tactics** and **strategies** to aid understanding
- Are **open** to new ideas and perspectives
- Will **investigate** competing evidence

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Conditions that support Creative and Critical Thinking:

- Environment and Materials
- Planning for & provision of Learning
- Interactions – our way of being
- Observation and Documentation



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Given the many rapidly-paced changes our world is currently experiencing, we must re-examine how we educate both our children and ourselves.

We need to design educational experiences:

- around our natural curiosities about the world
- that engage our hearts and minds
- that stimulate inquiry, that stimulate critical thinking
- that stimulate problem solving
- that stimulate ongoing research
- that foster collaboration

Dr. Ellen Hall, Boulder Journey School Founder

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Planning for Learning

Child and Adult led learning –

Learning Intentions should come from two key sources:

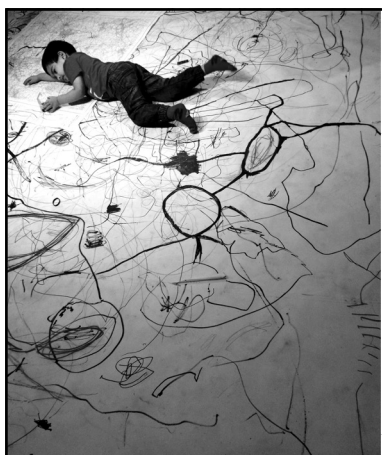
1. What we know about the children – their abilities, interests, curiosity, involvement, understandings and misunderstandings (our ongoing observations)
2. The Curriculum - Areas of Learning

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Points for consideration

- Consider carefully which aspects of The Arts you are trying to develop and support – draw from **observations** and **curriculum framework** (**try not to be exclusive**)
- **Teach** concepts during **curriculum time (FS)** or **small group time/circle time**
- Create opportunities for children to **practice** concepts during **play time (FS)**
- What happens during teach time will inform play and what happens during play time will inform teaching – **Play and Learning are not separate**
- **Children need time to develop skills** – they should have the opportunity to revisit and practice their skills many times

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Mark Making & Drawing

To make marks with a variety of drawing materials; biro, charcoal ...

To draw on a range of papers (surfaces) varying in colour, shape and size

To work on an easel, floor or table top

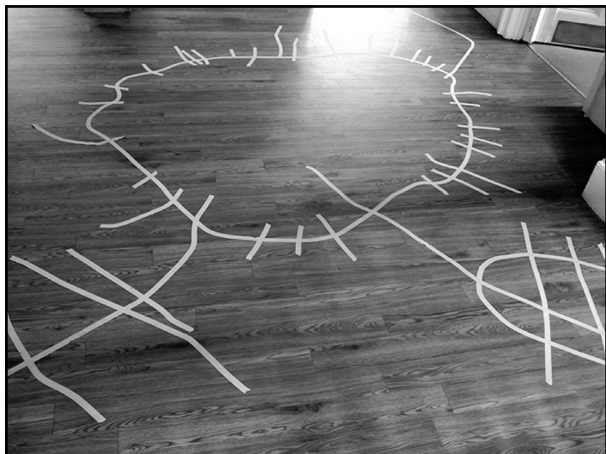
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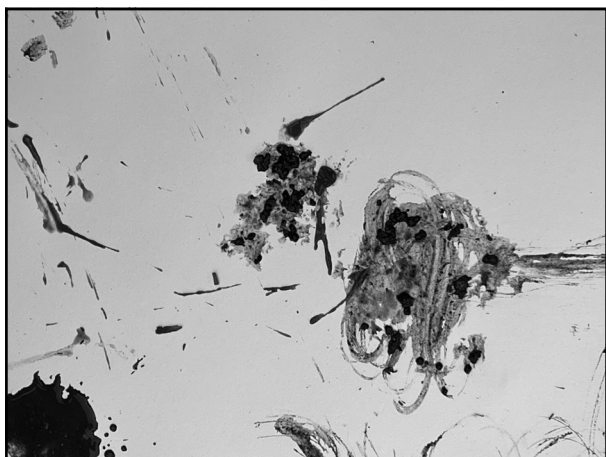
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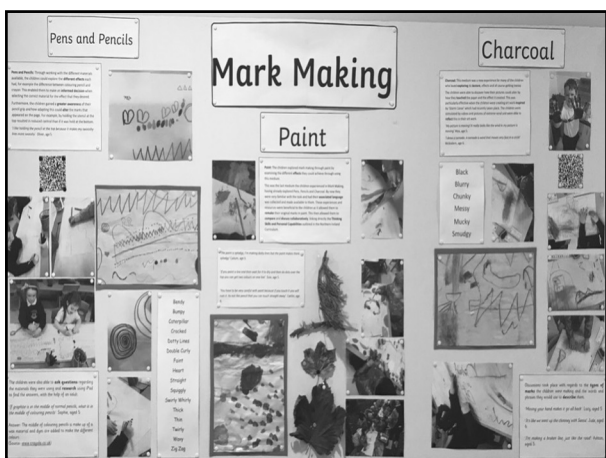
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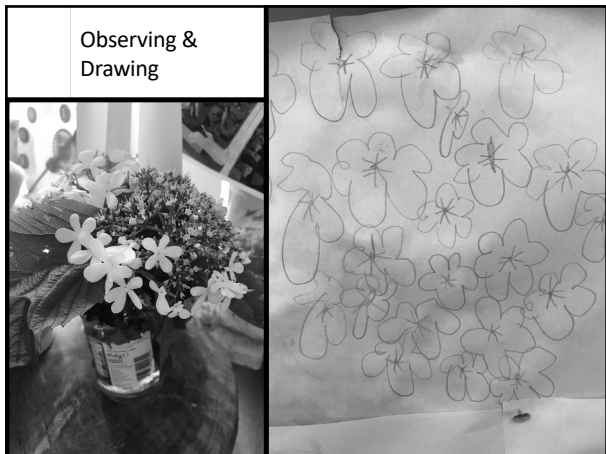
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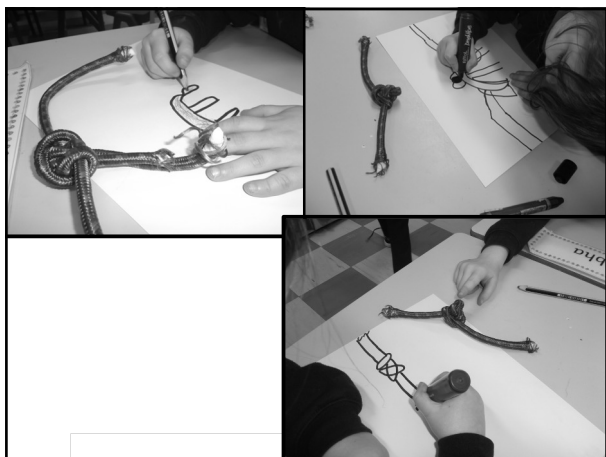
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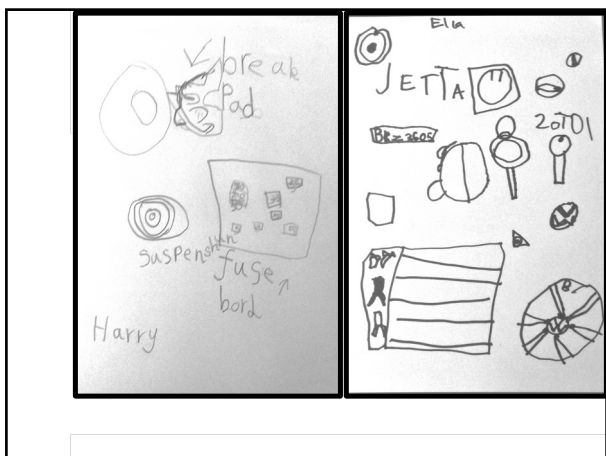
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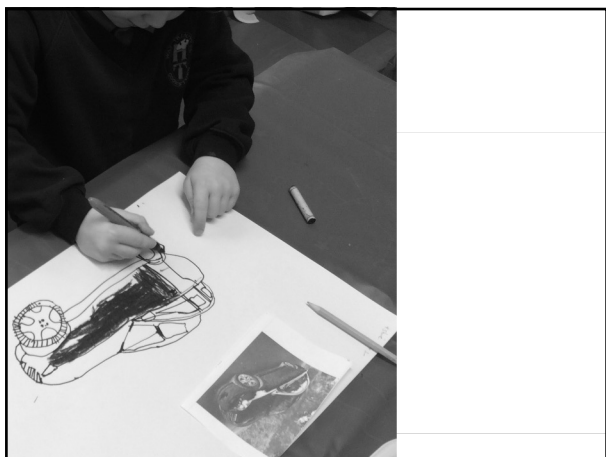
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Looking more closely:
The importance of Seeing Yourself

WAU

- To recognise and name parts of the body
- To be aware of some of the similarities and differences between themselves and other children

The Arts

- Make marks with a variety of drawing materials, for example, biro, pencils charcoal pencils, crayons, pastels, fluorescent and metallic crayons, coloured pencils, chalks etc.
- Draw on a range of papers (grounds) varying in colour, shape and size
- Find ways to represent and respond to a range of experiences and stimuli
- Create lines which make up shapes and images using small loose parts

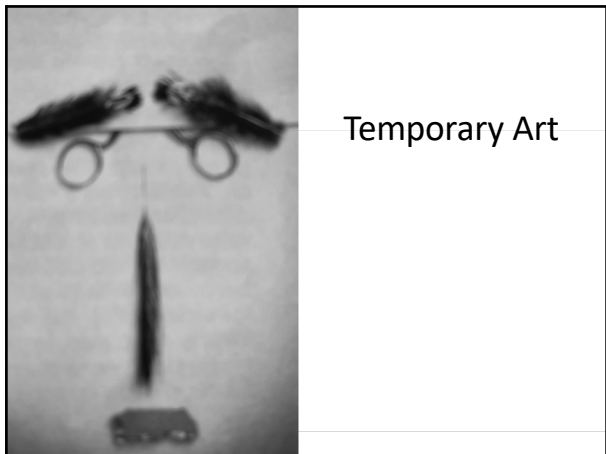
ICT

- Introduce iPads and cameras for taking photos and recording

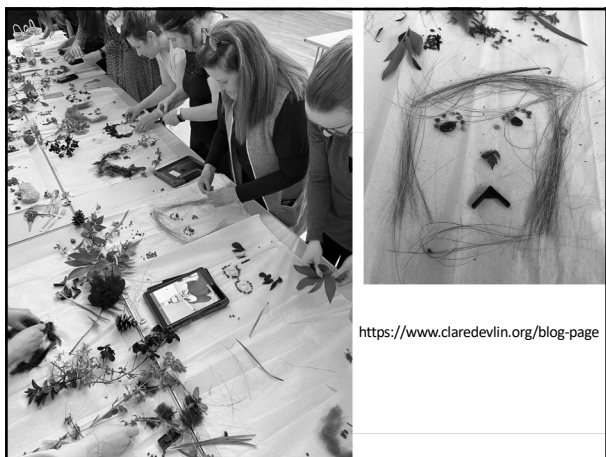
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- Become more aware of feelings and emotions of ourselves and others

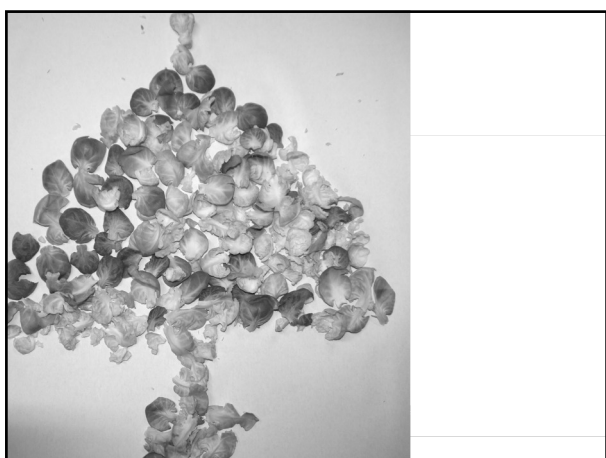
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Drawing

Make marks with a variety of drawing materials; biro, charcoal ...

Draw on a range of papers (surfaces) varying in colour, shape and size

Work on an easel, floor or table top

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Thinking about Language

5 Key Areas	Possible language to be developed
Body Parts	Hands, fingers, index finger, palms, fist
Equipment Words	Pen, charcoal, paper, holly, ivy, berries
Action Words	Drawing, covering, smudging, pricking, jagging, feeling
Emotion Words	Calm, curious, scared,
Describing words/Early Concepts	Sharp, prickly, waxy, smooth, soft, willowy, green, dark green, variegated

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Recognising and Evaluating Learning - SPICE

Socially

Physically

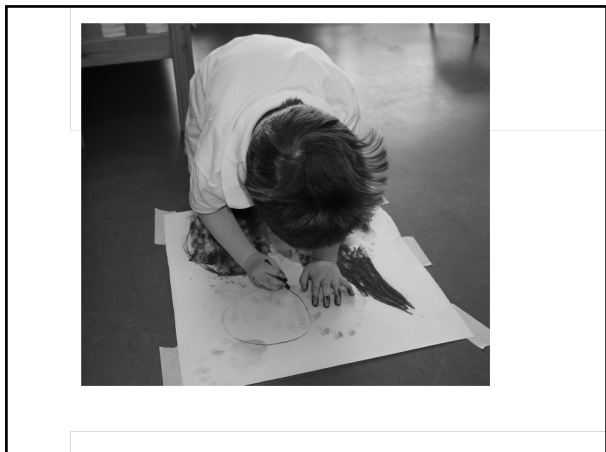
Intellectually

Communication

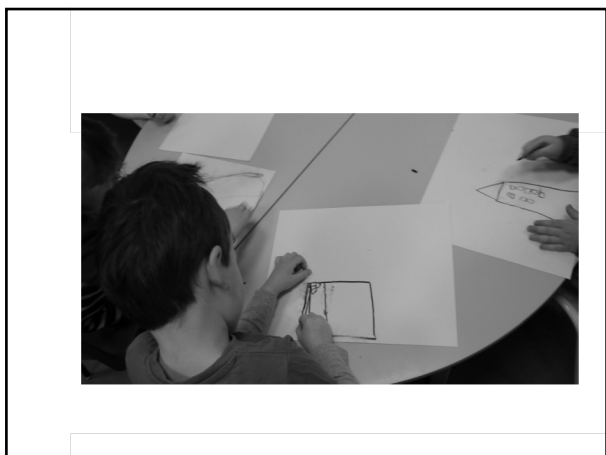
Eotionally



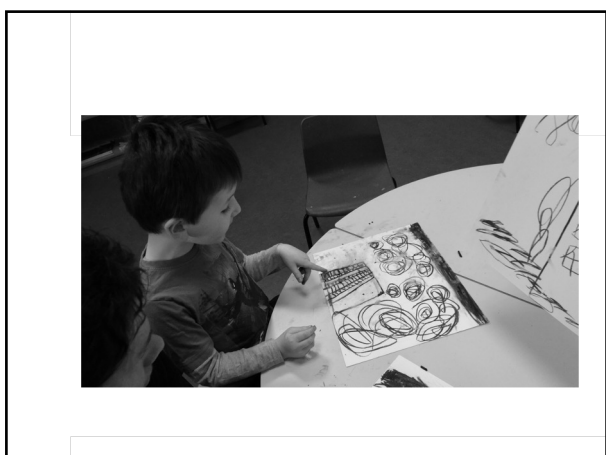
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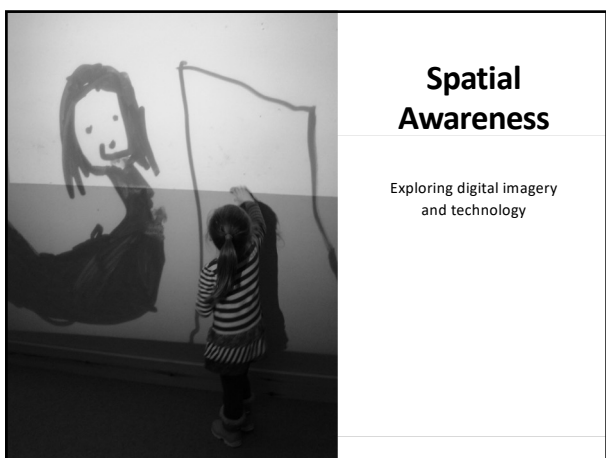
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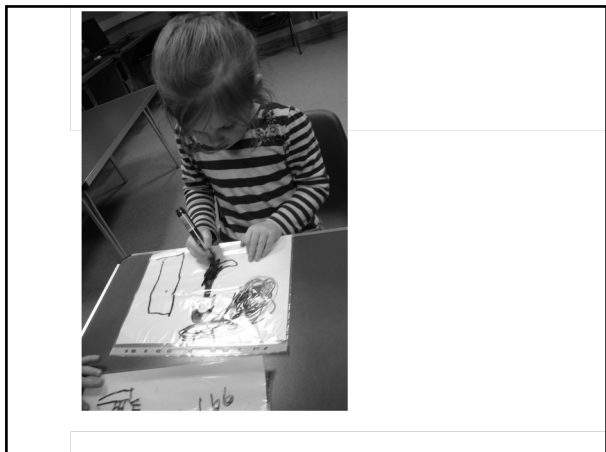
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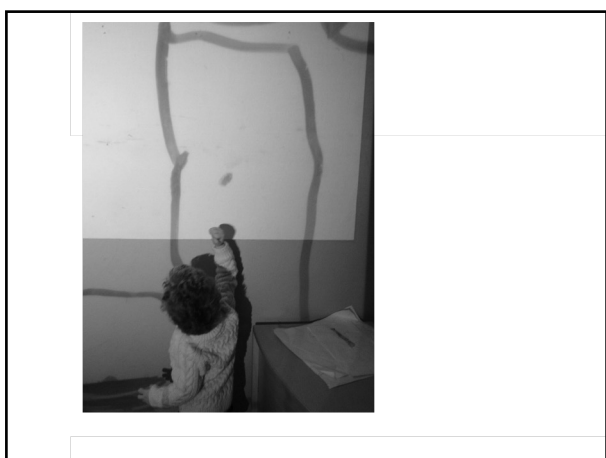
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