

Creative Activity in the Classroom

THE CREATIVE TEACHER inspires and nurtures constructive self-expression in the activities of the children in the classroom. Media for expressing creativity may be found in many curriculum areas. For example, in the fine arts area, painting and drawing are media for the expression of feelings and ideas; in the language arts, the activities of talking, writing and dramatizing offer rich opportunities for self-expression. Music, physical education, practical arts and the social studies also supply many experiences wherein the child may express himself creatively.

Below are listed a few of the many teaching guides which contain practical suggestions for creative activities in the classroom:

► Board of Education of the City of New York. *Art in the Elementary Schools. A Manual for Teachers.* Curriculum Bulletin Number Two. New York City, New York, 1951-52. 135 p.

Creative activity is stressed in this excellent publication which contains black and white and colored illustrations. Part One deals with "Expressing Feelings and Ideas, Through Painting, Drawing and Poster Designing." Part Two suggests experiences in "Designing and Constructing with Various Materials: Clay, Blocks, Paper, Cloth and Trimmings, Yarns and Fibers, Puppets and Puppetry." A chart giving the developmental phases in art activities, and a bibliography of professional references are included in the final pages of this guide.

► Denver Public Schools. *Creative Art. For Use in the Elementary Schools.*

Denver, Colorado, 1949. Eighty pages.

The title of this pictorial guide is indicative of the nature of its contents. It expresses the point of view that the democratic way respects the child's contribution; that learning is expressed in behavior change; and that behavior changes through experiences. This illustrated guide suggests that art in the school program provides experiences in using materials to meet developmental needs and interests; exploring principles of color, design and composition; selecting, arranging and enjoying materials which beautify surroundings; clarifying and interpreting group activities; working on projects that carry over into home and community; and expressing individual interests through work with many media.

► Cleveland Public Schools. *Elementary Art Teachers Guide.* Cleveland, Ohio, 1950. 163 p.

One of the general objectives of this valuable publication is "To foster an ever-growing love and desire for beauty in everyday living through purposeful creative activities." Sectional title pages are arrangements of children's drawings representing creative expression as an outcome of the integrated art program. In the introductory pages many helpful suggestions are given the teacher concerning the philosophy, objectives, stages of development, art principles, essentials for the various grade levels, bulletin boards, planning and equipping the art room, the art lesson, art club, radio art appreciation, and the function of the Cleveland Museum of Art. Areas of interest for art expe-

riences in the integrated program are also discussed, as well as art materials, activities and supplies. The bibliography lists books, magazines, bulletins and color reproductions.

► Department of Public Instruction. *A Guide for Developing a Homemaking Curriculum in Junior and Senior High Schools of South Dakota*. Division of Vocational Education, Pierre, South Dakota, 1950. 216 p.

A four-year study of the developments of the curriculum for homemaking education in the junior and senior high schools of South Dakota has "borne fruit" in this high quality publication. Certain units in this homemaking program are rich in suggestions for creative activity. For example, in the area *The Home—Homemaking III*, the unit "Selection of Furnishings and Care of the Home" presents problems of adequately meeting the family's needs with a minimum outlay of money, keeping the exterior of house and yard orderly, making the yard attractive, etc. Suggested experiences here indicate creativity in thought and construction. A suggestive outline for a one-year homemaking course for boys in the Eleventh and Twelfth Grades is a helpful addition, as is the resource unit, "Planning for Marriage for the Homemaking Program for Boys and Girls in the Twelfth Year."

► Denver Public Schools. *Physical Education Guide for the Use of Teachers of Physical Education in the Elementary School*. Denver, Colorado, 1951, 359 p. (mimeographed)

This comprehensive guide was developed to help the physical education teacher plan worth-while seasonal and daily programs. Of particular interest was the creative rhythms section wherein imagination and self-expression were added to the fundamental

movements. The parallel column organizational pattern of this section consisted of: suggested approaches, grade level teaching suggestions, and music references. The supplement includes home and sidewalk games and sample lesson progressions.

► Public Schools of the District of Columbia. *Language Arts Curriculum Bulletin*. A Guide to the Teaching of Oral and Written Language in Elementary Schools. Washington, D. C., 1950, 157 p.

The first of the three chapters in this helpful guide emphasizes the creative aspects of language. Freedom to create, factors affecting creative expression and examples of everyday opportunities are discussed in this section, "An Environment Encouraging Expression." Dramatic play, dramatization, story making, story telling, enjoying poetry, making verses and choral speaking are types of creative expression discussed in the section, "Growth in Creativity." Many examples of various types of creative expression which were developed in the classroom add to the usefulness of this guide. The second chapter accents the functional aspects; the third chapter, the conventional aspects, of language.

► New Jersey State Department of Education. *Growth in Language from Kindergarten through High School*. School Bulletin No. 17, Trenton, New Jersey, 1951, 166 p.

Representative thinking of the public schools of New Jersey is reflected in this bulletin which required nearly eight years of preparation. Goals are presented for a sound and effective language arts program for all grades. The program in the arts of listening, speaking, writing and reading are described. Emphasis is given to oral language, the two way process of speaking and listen-

ing. Part Three discusses the language arts curriculum for the primary grades, the middle grades, the junior high school and the senior high school.

► Dade County Schools. *Language Arts Curriculum Guide*. Grades 7-12, Curriculum Bulletin No. 6, Miami, Florida, 1951, 134 p. (mimeographed)

This interesting guide, prepared in loose-leaf form, contains three parts. Part One presents the philosophy and objectives of the language arts program, scope and sequence of the program, a chart of language arts skills, and a list of suggested units. Part Two suggests resource units, many of which contain learning experiences which develop self-expression. The units, "Telling Tall Tales," "To Get a Letter Write a Letter," and "Poetry, A Hand in the Dark," are illustrative. These units include a helpful paragraph telling the grade level for which the unit was taught or intended to be taught, the subjects included, and the situation in which the unit was or could be introduced. Part Three includes many practical suggestions to teachers regarding aids and devices, professional books and materials and the like.

► Department of Public Instruction. *A Suggested Program in Homemaking for Secondary Schools*. Bulletin 325, Commonwealth of Pennsylvania. Harrisburg, Pennsylvania, 1948, 167 p.

Actual pupil problems in citizenship and life adjustment furnish the basis of this guide. Sample units for the junior high school level are included. Such units as "Making Something for Someone," "Making the Most of What I Have To Spend," "Helping at Home," "Helping with the Family Meals," "Making My Own Room Livable," "Learning To Care for Younger Children," "Clothing Selection — Buying, Planning, Making," and "Food for

Fun," offer a variety of opportunities for self-expression.

► Denver Public Schools. *A Music Guide for Junior High School*. Denver, Colorado, 1950, 130 p. (mimeo.)

This tentative guide includes as one of its general objectives, "To utilize youth's strong emotional drive by giving opportunity for creative expression." The guide is in three parts: vocal music, music appreciation, and instrumental music. Suggested lists of materials included in each of these parts should provide for varying interests and abilities of the pupils at this level.

► Department of Public Instruction. *Course of Study in Art Education for Elementary and Secondary Schools*. Bulletin 262, A Progress Report. Commonwealth of Pennsylvania, Harrisburg, Pennsylvania, 1951, 85 p.

As a result of extensive study in committee meetings and conferences throughout the state, this progress report has been presented to help provide an environment that stimulates creative activity and to establish a curriculum that provides opportunity for free self-expression. The three-part bulletin is concerned with: art education for the first six grades, art education for the secondary level, and physical facilities of the art-craft room.

► Minnesota Department of Education. *A Guide for Instruction in Music*. Elementary School, Grades 1-8, Curriculum Bulletin No. 4, St. Paul, Minnesota, 1948, 176 p.

This well-organized guide is designed to help music educators and their associates provide children with opportunities for musical growth. Creative, as well as singing, listening and rhythmic experiences are included for children at the various grade levels. Additional chapters give suggestions for the rural school music program.

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