

Unleash your creativity!



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Content plan of action:

Introduction:

Last year I organized a 24 marathon in our art department in Belgium. It involved students of the third year who all had to turn in their personal work and were all in time pressure.

In these 24 hours they had the opportunity to work on it.

During the marathon I read a quote about art from an artist every hour. There was a big clock with wooden numbers. The students had the assignment of painting these before the hour that it was intended for.

They were welcomed with a snack at four and then got to work, followed by dinner, a bedtime story, yoga to wake them up again, morning gym and then breakfast. And in between they worked on their personal piece.

I had very good reactions from the students and teachers. When I told Deirdre Robson about my organisation skills and my marathon she asked me if I would be interested in doing this again with the art department.

I needed a project to organize for my other major (project arts) for my school in Belgium. I see this as a win-win situation.

Pablo Picasso; I don't say everything, but I paint everything

Vincent Van Gogh; The only time I feel alive is when I'm painting.

Proposal:

In the arts department you have: Music, drama, textile, painting and pottery. In the students union there are a lot of other cultural and creative disciplines to join (e.g. martial arts). What if, we could combine all of them? Or what if you could have a taste of everything? Discover a new talent, or interest?

Students teaching students.

Every hour another workshop, given by students.

The students would be able to pass something on of their selves. Teach your hidden talent to discover others who share the same.

General information:

Student:

- Name student: Roxanne Cox
- Education: third year of art education and project arts
- Internship intended for: project arts
- Contact: Roxanne.cox@student.kdg.be
07523290031(Belfast) 0476341669(Belgium)

Organisation:

- Address: St. Mary's University college
191 Falls Road
Belfast, BT12 6FE
028 9032 7678
- Corebusiness: the purpose of St. Mary's is to make a distinctive contribution, in the Catholic tradition, to higher education in Northern Ireland. (<http://www.stmarys-belfast.ac.uk/general/mission.asp>)

Project:

- Fellow workers
Paul Anthony (supervisor)
Deirde Robson (Supervisor)
Kealan Watters (077846391326); Louise Donnelly; Kate Gallagher; Kate Redmond (07596170587); Orla Frances McClean; Helen Mary McKernan; Shauna Marie Harvey; Donna Louise Maynes; Kathleen Rose McKinney, Conor O' Connol
- Date and hour event: 21 of April from 15.00 to 21.00

Goal:

- Synopsis of event: stimulate creativity within art-, non art students and staff.

Motivation of event S.M.A.R.T:

Specific: students teach or stimulate other students and staff with their (hidden) talent to discover those of others.

Measurable: If only *one* students gets stimulated by the workshops then my mission is accomplished. I will however do a survey taken at random.

Acceptable: staf, students and teachers are craving for creativity. They asked me to organise this for them. Although St. Mary's has a positive atitude towards events being organised, these are mostly not to stimulate creative.

Realistic: see attachment 'Plan of action'

Time commited: see attachment 'Plan of action'

Target group: art and non art students, teachers and staff.

Situate in cultural welfare: St. Mary's organizes allot of activities outside the school walls. Often for charity. But there is a great deficit in art project s, although everybody is really eager to do so. I will be the first of many more to come, to organize a cultural, creative, art event .

Some of the events organised by St. Marys.

- Final year formal
- First party of 2010 int The Bot

- Welcome back party
- Every Thursday is karaokenight
- Hurlingmatches
- Disco night
- Blood donations
- Pokernight
- And much, much more!

Creative styling:

Creative thinking process through:

Observation: within St. Mary's there are a million extra curriculum activities to do. From martial arts, to karaoke in the local pub. But there is a deficit of creative and cultural events.

Imagination: to make a difference within the school and fill in this deficit I wanted to organise this event. Especially for the ones going on teacher practice. They could get a lot of inspiration and ideas from these workshops.

Cultivating by association and divergence:

Important aspects of the event: applicable for students as well as members of staff.

Available workshops:

- Knitting with a difference
- Tie-dyeing
- Action painting
- Beasts, bugs and pinch pots
- Light painting, via DSLR, Torches and Photoshop
- Dinner
- Interactive folksession

Selecting: I have to make sure that the tutors deliver workshop of a certain standard. How will I do that? I will have a long talk with all of them, making sure that we are all headed at the same direction.

Combine and surprise: I hope there will be a surprise hidden talent for everyone, but as I said before, if I can only get one then that's a mission accomplished. The tutors (students) can also surprise and be original within tutoring, they do not have to give a workshop linked to their education. If they were to be great ballerina's outside school they are more than welcome to give a ballet workshop! The possibilities are infinite.

Attainable: see attachment 'Plan of action'

Realisation: see attachment 'Plan of action'

Budget:

Excelsheet estimation of incomes and outcomes: see attachment

Requirement:

- play resource center Belfast (cardboard etc.) <http://www.playresource.org/scrapstore.php> (free of charge)
- St. Marys (paint, brushes etc.)
- Food (Budget and food provided by St. Mary's international office)

Programme:

Programme as the participants will get it: see attachment

Programme as the tutors and supervisor will receive it: see attachment 'Plan of action'

Plan of action per segment: see attachment 'Plan of action'

list of participants:

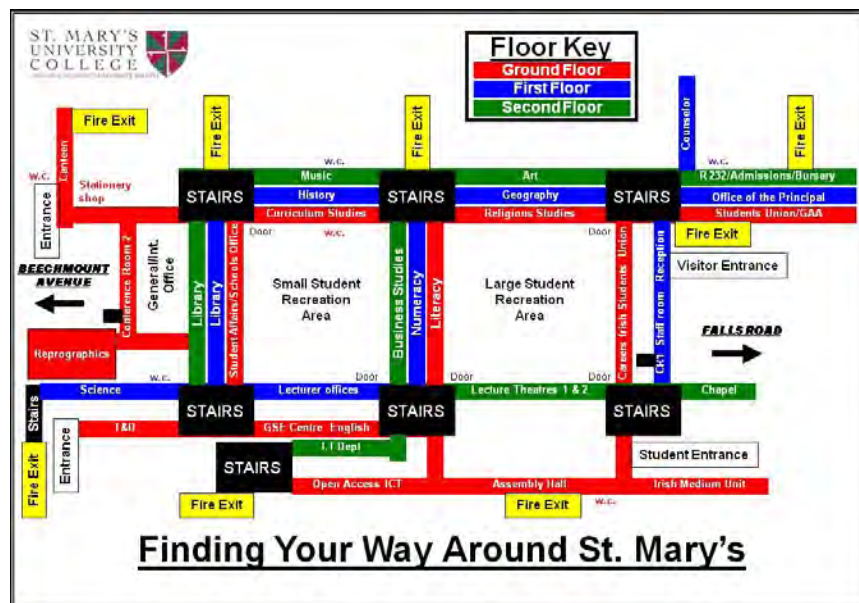
- List in attachment.
- Specific information of participants. (After they have signed up!) (e.d. vegeterians for the dinnerworkshop.)

List of visitors:

- **Checklist materials:**
 - **Action painting:** Photographs of action painting, A4 pages, Charcoal, Fixative, CD player, Music (tbd), A1 pages, Cellotape, Paint in bottles, Sponges, Water, Paint brushes, A3 pages.
 - **Tie-dying:** Examples in the form of Images/ powerpoint of tie-dye in fashion and interiors, blank Material, elastic Bands, scissors, plastic tubs, coloured dyes, plastic gloves, white Coats, plastic bags, masking tape, markers for naming bags.
 - **Knitting:** wool and knitting material.
 - **DSL light photography:** dark room, one camera, light torches, computer.
 - **Beast, bugs and pinch pots:** Clay.

Emergency plan:

- in case of fire



- safety plan

Remaining information:

- Papers to sign up for participants. See attachment.
- Papers to sign up for tutors. See attachment.

Plan of action:**Plan of action the preparation:**

What?	Who?	When?
Fill in application for use of college facilities	Deirde Robson	?
Fill in function application	Rox	18/01
Make sign up papers for participants	Rox	13/01
Get in contact with tutors	Rox	19/01
Make programme for participants	Rox	After meeting with tutors
Apply forms	Rox	25/01
Make Survey	Rox	26/01
Finalise poster	Rox	27/01

Plan of action during:

What?	Who?	When?
Prepare workshops	Tutors	Before start of workshop
Clean up workshops	Tutors	After workshop

Time	Location	Workshop	Tutors
15.00u	Art departmenet	Tie dying	Kate and Kealan
16.00u	Art department	Action painting	Kathleen
17.00u	Art department	Pottery	Helen and friend
18.00u	Art department	Light painting via DSLR torches and Photoshop	Conor O'Conol

19.00u	Cantine	Dinner	No tutor needed
20.00u	Common room	Initiation in folkmusic	Fergal

Knitting: 1500-17.00 art department Donna

Plan of action afterwards:

What?	Who?	When?
Group evaluation of the event	All the tutors	22/04
Evaluation Roxanne' skills	Rox	22/04
Evaluation Roxanne' skills	Deirde and Paul Anthony	22/04
Process survey	Rox	

Lesson plans:

[Geef tekst op]

Tie Dying:

Time	Media	Content (what is it that you are going to teach)	Development (how will you teach them?)
10 mins	Examples in the form of Images/ powerpoint of tie-dye in fashion and interiors	<p>Introduction-</p> <ul style="list-style-type: none">• General overview of tie-dye.• Brief look at the history of tie-dye.• Introduction to contemporary artists who use tie-dye.	<p>We will talk to the students about the art of tie-dye and introduce them to the work of contemporary artists who work with tie-dye. We may also show a powerpoint to the students demonstrtrng examples of tie-dye.</p>
10 mins	Blank Material Elastic Bands Scissors	<p>Technique-</p> <ul style="list-style-type: none">• Students will learn how to tie their material in an appropriate way for dipping.• They will learn how to create different patterns and textures in tie-dye. <p>Development-</p> <ul style="list-style-type: none">• Students will be encouraged to respond the	<p>We will provide a brief demonstration on how to tie the material in order to create different patterns and textures.</p> <p>The students will then procede to tie their own samples of material.</p>

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25 mins	Plastic tubs Coloured dyes Plastic gloves White Coats	images provided to create a work of art. <ul style="list-style-type: none"> • The focus of the work will be on creating patterns and texture in their materials through folds and creases. • Students will be warned about the permanency of the dye and how it can damage skin and clothes. 	At this stage the students will be allowed to work independently or in groups to experiment with and create their own examples of tie-dye. We will provide assistance to the students if needed.
5 mins	Plastic bags.	Conclusion- <ul style="list-style-type: none"> • Students will be informed on how to store their samples in a way that allows the dye to develop. • The students will reflect on their work and the work of others. 	Students will wrap their multi-coloured pieces in plastic and be informed on when and where they can collect them at a later date.
10 mins	Masking tape. Markers for		Discussion session about the students experiences of the workshop and their reaction to the tie-dye session. Students will help clean up the studio space.

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5 mins	naming bags.		
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Action painting:

Time	Media	Content (what is it that you are going to teach)	Development (how will you teach them?)
5 mins	Photographs of action painting	The students will experience action painting first hand. Students will be encouraged to respond to stimulus to create a work of art. The focus of the work will be on the physical nature of the mark making.	Introduction- general overview of action painting
10 mins	A4 pages Charcoal fixative		Warm up art 1 minute, 30 second and 10 second action poses from the students
5 mins	CD player Music (tbd)		Listen to music and discuss images, actions and feelings which come to mind when the students hear it.
20 mins	A1 pages cellotape Paint in		Group action painting to music Discussion session about the students experiences

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5 min	bottles Sponges Water Paint brushes		
10 mins	A3 pages		Mediation session- jumping from an aeroplane Students create individual action paintings based on their mediation
5 mins			Discussion about group experiences and reaction to the painting session Students will help clean up the studio space.

Bugs, Beasts and Pinch Pots

Time	Media	Content (what is it that you are going to teach)	Development (how will you teach them?)
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<p>5 mins</p> <p>2</p> <p>0</p> <p>M</p> <p>I</p> <p>N</p> <p>S</p>	<p>Photographs of mini beasts</p> <p>Books</p> <p>A4 pages</p> <p>Pencils for plans</p> <p>CD player</p> <p>Music</p> <p>Clay</p> <p>Tools</p>	<p>The students will have the opportunity to experience the use of clay first hand. Students will be encouraged to respond to stimulus to create a pinch pot. The stimulus will be the patterns and forms found in bugs and mini beasts. The students should be able to work creativity using their own imagination.</p>	<p><u>Introduction</u>- general introduction to pottery and clay</p> <p><u>Demonstration</u> – Helen and Shauna will demonstrate how to form a pinch pot while adding elements from the topic mini beasts to it. They will emphasise that there is no restriction to the shape or form of the pot and each individual will generate thier own technique when handling the clay.</p> <p><u>Gathering information</u> – looking at books and photos</p> <p><u>Developing ideas – discussion</u></p> <p>Students will have the chance to use thier imagination to generate ideas that could be realised in their creations. The students should be able to use the information gathered in the books and pictures to communicate ideas for thier pinch pot. Students should be able to explain how they will use form to re-create thier own pieces. They should be able to be creative. Eg – using the shape of an insects body to make a handle or a lid for the pot?</p> <p><u>Planning</u> – the students will be asked to gather their thoughts and plan what they intend to make. The students will be encouraged to relate back to the information gathered at the</p>
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20 mins			<p>beginning of the lesson.</p> <p><u>Creation</u> - At this stage the students will be allowed to work independently to create their own pinch pots.</p> <p>We will provide assistance to the students if needed.</p> <p><u>Viewing gallery of work</u></p> <p>Discussion session about the students experiences.</p> <p>Discuss what they enjoyed and if they would use this in thier own practice.</p>
15 mins			<p>Ask the students what other topics they can think of that this activity could be used for.</p> <p>Students will help clean up the studio space.</p>

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Knitting with a difference:

Introduction- Warm Up- Cat's Cradle Activity using string.

Explain the task using pictures of Urban Knitting. Explain that knitting will be used to change the environment.

Development- Encourage volunteers to be expressive with their knitting.

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Realisation:

Knitting happening

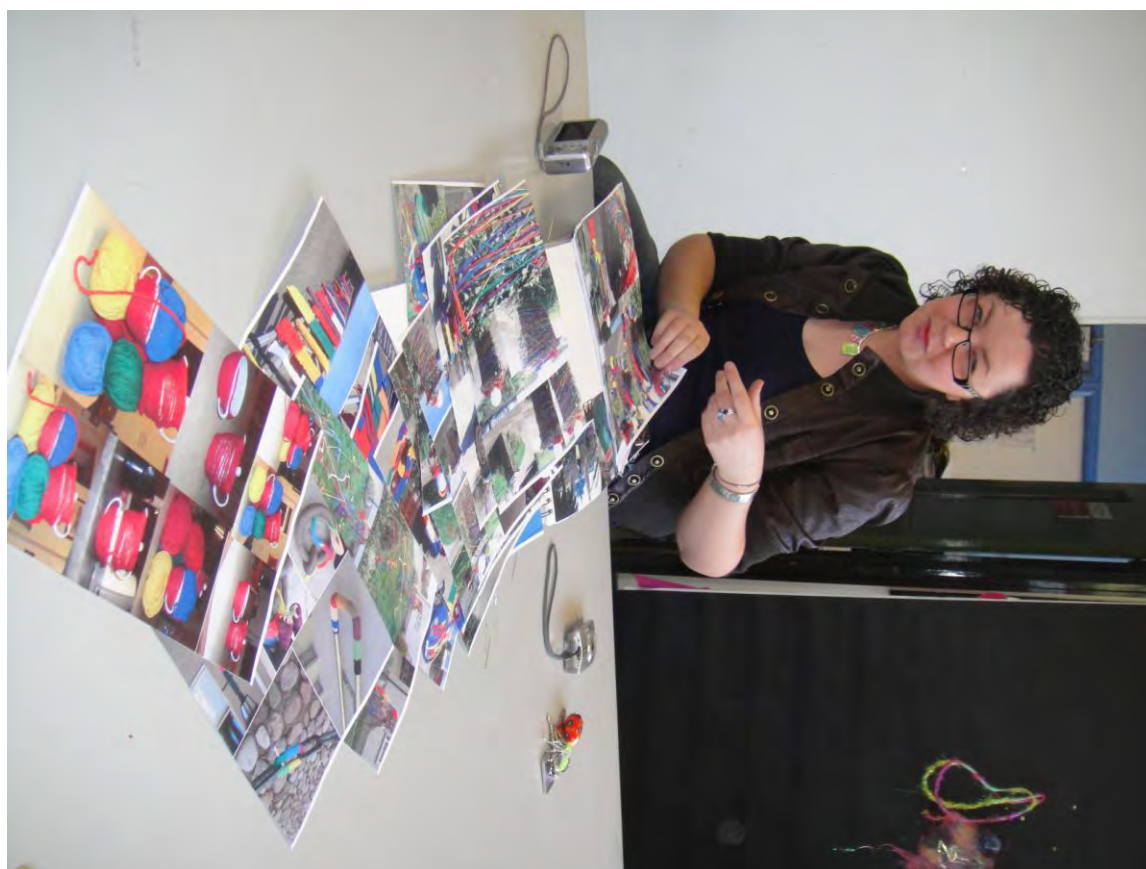
The happening started at half past nine. Everyone was there and the tutor gave us an insight in why she wanted to do this. Apparently there is this group of people called 'the urban knitters' who do this all the time! She showed us her scrapbook and that really inspired everyone.

After learning 'why' we learned 'how' to knit. Very funny because most of us never in held those weird knittingsticks.

The tutor had made a big installation in which we could knit. We could knit on the installation, or make something apart from it and then hang it in there. We were pretty much free to do whatever we wanted.

I must say I had a very good time, and an inspirational time! Knitting may sound a bit daft, but it isn't, not at all, but I am afraid you might just have to try it before you can believe me!

Roxanne Cox



Roxanne Cox



Roxanne Cox



Roxanne Cox



Roxanne Cox

Self Evaluation:

Although they say they are craving for creativity they are not ready for it. St. Marys is a school for teachers of primary school and a lot of the students are hesitant towards art. A lot of them use creativity totally wrong. They cut out cards for their pupils to colour or tell them what to draw. They are afraid of the unknown and this year, that was me.

Although I tried many ways to reach them, they still didn't respond. I did however get one participant who wasn't an Erasmus. My mission was to inspire, and I would be grateful even if only one student was inspired. So in this point of view my mission was accomplished. If only the event took place off course.

Why didn't it? Multiple reasons:

- A volcano keeping my participants spread over the world instead of in school.
- Irish people of St. Marys are very slow at responding emails. It sometimes took them a week to answer an email, and when they did, they hardly ever answered all your questions. As a reaction to that I started looking for these people and confronting them instead of waiting for ever for them to answer my emails. This didn't work either. In some way the Irish look like the stereotype Spanish: mannana, mannana. I will email you tomorrow, I will do it tomorrow. They never did.
- Even Paul Anthony and Deirdre Robson (who were my supervisors) always postponed everything. They are not used to big events like this or they have too much on their plate as it is.

But in some ways the Irish habits are convenient. They are very flexible the day itself. This is of course if the event is small. For instance, when I did my speech it was a big chaos until five minutes before and then everyone rushed to get it right. In the end, they always come through, but for an event the size of mine that isn't possible.

I am very disappointed. What I hated the most is that they always kept postponing my event. The date changed about five times. Normally it would have taken place today (21 of April) but there is a big conference and presentation where all the students have to be. Paul Anthony and

Roxanne Cox

Deirde Robson knew about this, but they just forgot. No problem they said, we will postpone it until tomorrow. Right, you can do the event, but I will be in Dublin and going home in nine days, I don't have time anymore and you knew this to!

I put a lot of work into this, I really thought they were open minded and would join in, but I guess they are just not ready for open minded art.

What could I have done to avoid this disappointment?

- Be more present
- Stop agreeing on the date to be changed!

Evaluation mentor:



“Unleash Your Creativity” Event

Belgian Erasmus Student: Roxanne Cox

2009 -2010

I would describe Roxanne as a remarkable student with tremendous drive, determination and a high level of commitment to work. She greatly impressed the Art Department staff with her responsible approach and professional attitude towards communicating with authority, leadership and organisation.

Roxanne Cox

Despite being a visiting student she organised a College wide event for staff and students and identified contributors. Unfortunately the annual school placement for students impacted on the actual implementation, as students prioritised their work experience over creativity, with the exception of one group. In this case the interactive knitting event was a huge success. It proved to be genuinely creative and made a powerful impact particularly on The B.Ed. 1 art students who never witnessed anything like it before.

The photographs speak for themselves, but the DVD footage that was taken is being edited and will be submitted as part of a B.Ed 4 student's final assessment.

Roxanne made a strong impression on St. Mary's and we have all learned a great deal from Unleash Your Creativity. Thank you.

Deirdre Robson

Head of Art

St. Mary's University College, 191 Falls Road, Belfast, BT12 6FE, N. Ireland

9th May 2010

Roxanne Cox

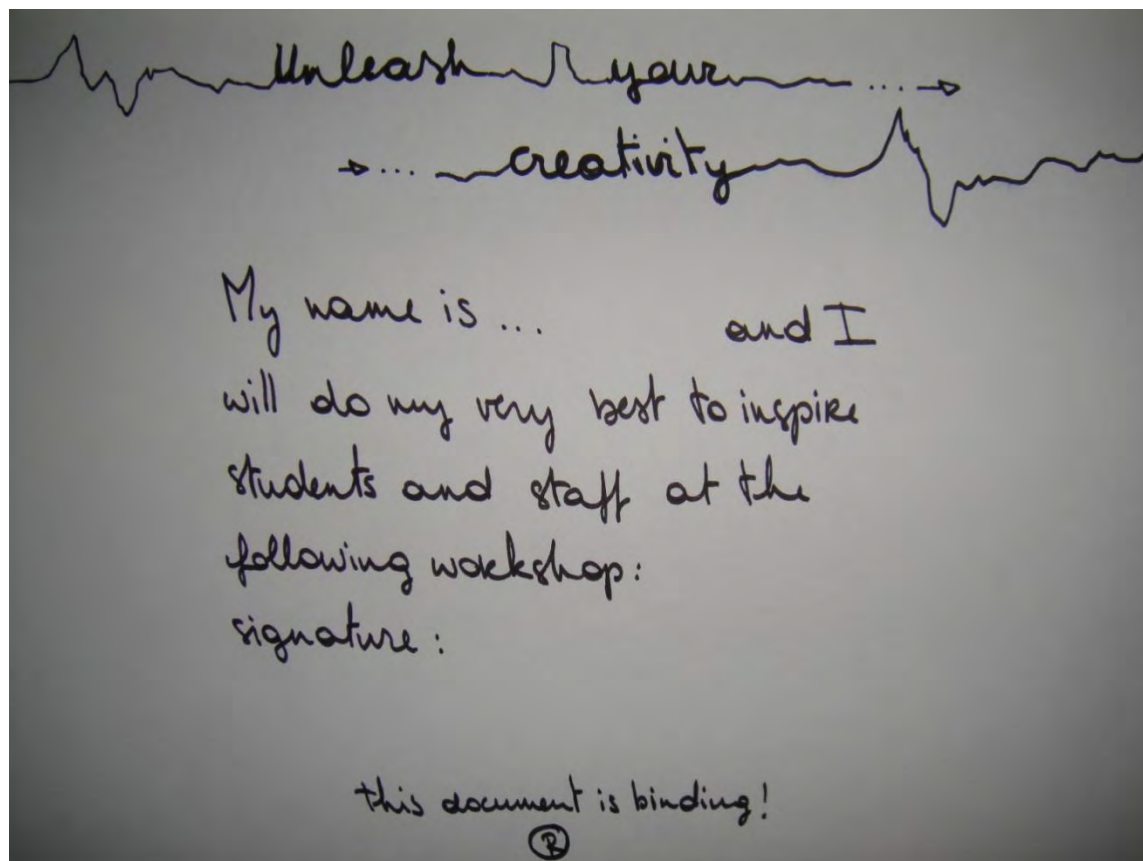
Attachments:

Poster:



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Contract tutors:



Roxanne Cox

Invitation students and staff:

Unleash your creativity

On the 21 of April from 15.00 to 21.00

At St. Mary's

All you have to do is inscribe in the available workshops of your choice and

UNLEASH

15.00-17.00

Knitting with a difference.

Join in at a knitting happening (open door policy, bring your own wool)

15.00-16.00

Tie Dyeing

(bring your own white shirt)

16.00-17.00

Action Painting

On a big scale.

17.00-18.00

Beasts, bugs and pinch pots

Pottery

18.00-19.00

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Light painting

via DSLR torches and Photoshop

(only 5 participants)

19.00-20.00

Diner

Irish stew and bread

20.00-21.00

Interactive folk session

(is there something you have always wanted to know about folk music!? Ask away!)

If you want to join in, just send me an email at rcox01@stmarys-belfast.ac.uk with the workshops you want in on, and you are ready to go!

See you on the 21 of April!

Roxanne

Roxanne Cox

Speech:

When I first came here and I was talking to Deirde Robson from the art department I was shocked about the deficit in cultural events organised by the art department. Offcourse I should have seen this coming; Why don't you organise one for us! And so I did. For the moment I am working on a cultural event called 'UNLEASH YOUR CREATIVITY'. A day filled with different workshops, starting with a knittinghappening, going on with tie dying, big scale action painting, bugs, beasts and pinch pots, some dinner and hopefully a live folk session.

In my opinion the importants of creativity in the educational system is deeply underestimated. Pupils grow up thinking about how to get good grades instead of, what do I want to be when I get older? How do I get the most out of my highschool experience?

Creativity could help them with these life changing decisions. Through creativity you could learn allot of skills you never knew you could have and you can use them in everyday life. Like prbolemsolving skills, one of the most valuable ones, creative thinking, associations, flexibility, doing research, association, imagination, multiple thinking, redefining, combining, accepting, magnifying, exploring, reflecting, flexibility, giving and getting feedback, selecting, realising and evaluating.

But instead of talking about creativity and how great it COULD all be, let's just DO IT!

- All pupils get a large piece of paper.
- They have to rip out a certain shape. A random one, I don't want to see any squares or circles.
- They have to lay it on the ground and look at it very carefully. They have to try and see something in it. Just something random like a lamp or a dog, anything. If they have to rip off some more to make the shape more obvious then that's allowed.
- They have to lay the shape on the ground and give it to their left hand neighbor. The left hand neighbour has to try and see something in it too. But they don't have to see the same as their neighbour. If they need to rip off some more, once again that is allowed.
- The pupils run around in a circle in total silence, trying to find shapes that would make a good fit to theirs.
- They get 2 minutes to divide in groups of two or three, depends on quantity.
- They get a large piece of paper and put the three shapes on it. Now they get the rest of the lesson to make up a story about the three shapes and they write it down on a piece of paper.
- Demo charcoal
- With charcoal they can improve their shapes, add details etc.
- They stick the three shapes on the larger piece of paper.

Roxanne Cox

- Draw surroundings on the paper.
- The students all get to tell their story to the class. They can just tell it, or make a little sketch out of it.

Roxanne Cox

List participants:

Catherine Louise McGirr

Simone van der Heide

Ans Williams

Lotte Bleeser

Anneke Wigman

Molly Hodnik

Esther Huber

Carina Woegerbauer

Christine Larsson

Els Plamont

Laura Martinez

Hjesica Rodriguez

Rocio Penalva

Martijn Derksen

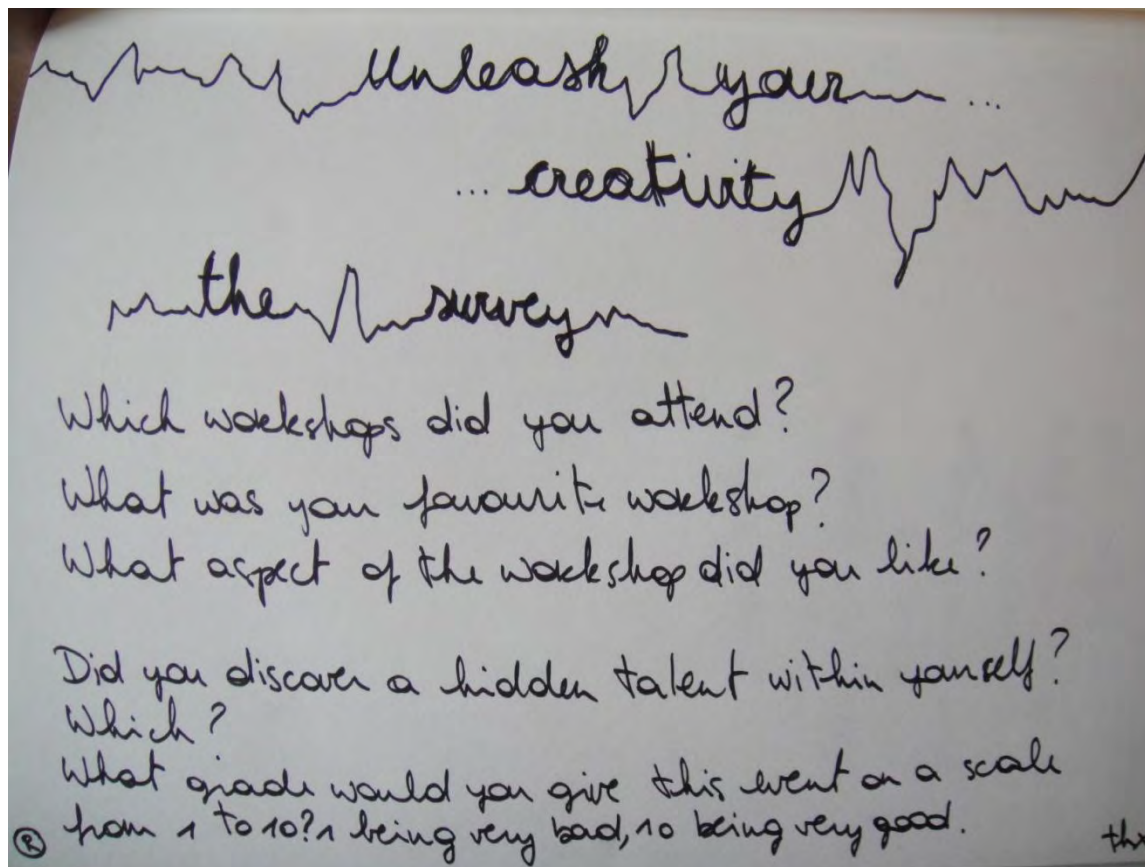
Roxanne Cox

Programme as the participant will get it on the event:

Time	Location	Workshop	Tutors
15.00u	Art departmenet	Tie dying	Louise, Kate an Kealan
16.00u	Art department	Action painting	Kathleen
17.00u	Art department	Pottery	Helen and friend
18.00u	Art department	Light painting via DSLR torches and Photoshop	Conor O'Conol
19.00u	Cantine	Dinner	No tutor needed
20.00u	Common room?	Initiation in folkmusic	Fergal

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The survey:



Results survey

Most attended workshop:

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Favorite workshop:

Reason:

Most common hidden talents discovered:

Grade event:

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Estimation of income and outcome: