

## Creativity Prompt Ideas for Art, Design & Craft

As part of our recent work with Hull City of Culture's "No Limits" strand, which aimed to improve the engagement of children & young people with culture, we created a series of creativity activity ideas. These ideas are practical, adaptable to different ability groups and easy to incorporate into a wide variety of settings. They're very effective at inspiring pupils to think creatively, generate new ideas and use their imagination.

### Formation

Each student brings in an object from their kitchen. A portion of the school/grounds is allocated for them to explore placing this object in different contexts and against different backgrounds. Take photos as they go. On returning to the learning space, or, ideally, in the new location, they sketch their favourite – no discussion about why it's their favourite or what 'should' be the 'right' place. The sketches are then put together on a display to form a whole picture or sculpture (by sticking them on boxes). Then again the sketches are used to replicate an existing artwork/sculpture. Which do they wish to try to create using their sketches? Give the class some options – both famous and less so.

### Build it

A Teacher buys in a good quantity of everyday objects: pasta shapes (various), golf tees, rubber thimbles, rubber bands, hair bobbles, plastic map pins, acrylic bristles, drinking straws, clothes pegs, paper clips, 2 inch lengths of plastic pipe, coloured ping pong balls, etc. Students go on a mini adventure with the teacher (could be within or outside school) – doesn't have to be exotic. But they must look for objects/shapes that maybe very familiar but which are in some way interesting to them. Either photograph it or sketch it. When back in the learning space, build it using the above objects.

### Sculpture Squad

Rearranging the learning space so that it becomes a sculpture: a raft, half an aeroplane, a den on a desert island, a factory floor, whatever the students can come up with. They provide ideas, you chair the debate about which idea(s) win(s). Divide the class into roles: architects, site managers, builders, decorators, etc and ensure that everyone is busy. Once the sculpture is safely built, get them to create still images/tableaux within it and photograph them. Build a narrative within the sculpture by adapting the same roles: architects devise overall plot, site managers ensure a part for all, builders create the detail of the plot so that everyone knows what they're doing, and decorators add costume and characteristics for the roles that everyone now has. Tell the story in 5, 10 or 15 tableaux, photograph them all and play it on a media player once the room is back to normal.

## House it

Students all bring in 5 items, or representations of items from home that are significant to them. So a pen could represent their love of drawing, or a spice jar could represent their father who loves to cook. When all 150 items are gathered, students must individually, or in pairs, design a sculpture that can house all 150 items. The title of the sculpture could be 'what makes us, us' or something along those lines. No student/pair is allowed to vote for their own sculpture and the class votes for the winning design or designs. All then help build it. If lots of the designs are popular, the sculptures can be built, photographed and dismantled and another one created.

## Create Beauty by Volume

Link to 10 000 Bowls. (link below). Creating something beautiful just by sheer volume. Students gather leaves or ripped up bits of paper, locks of hair or old socks: anything very cheap where great quantities can be gathered. Using only these objects and a structure on which to display them, make something beautiful. For instance, if socks, the class could make a human shape from papier mache and then dress it entirely in socks. Leaves could be arranged to make an entire wood. <https://www.yorkartgallery.org.uk/exhibition/manifest-10000-hours/>

## Dancing Figures

Use mud/clay as material for sculpture and then as stimulus for dance or drama. Mould it into human shapes. In pairs, partner adopts an interesting body shape (as serious or silly as they want but should be a significant change to their usual sitting or standard form) and partner has to sculpt it mud/clay in 3 minutes. This is not about masterly recreations of human form, but creating a sense of body shape. Once finished we'll have 15 dancing figures. This could be linked to both Dance & Drama subjects as well.

## Capture the Essence of an Inspiring Person

For a homework task, students gather between 5 and 10 interesting facts about someone they admire and who they feel is an inspiration. The facts should reveal something about the personality of this person. In the learning space, students should create a sculpture made from everyday objects that captures the core essence of this person by presenting the facts they've gathered. This could be literal or abstract: if their person likes flowers, they could make a flower out of paperclips and post-its, or create the person and bury them up the knees in earth. This could be replicated for the study of historical figures, geographical locations, even chemical elements.

## How Differently Does Colour Make us React?

Link to 'The Great Blueness' (link below). From grey to multi colours. Students create collages/sculptures, depicting Hull icons (people, places, buildings, heritage) using only grey, black, white and sepia everyday objects or art materials. Others examine these and record their own reactions to them. Students now paint, wrap or replace everything in their own sculpture/artwork with vibrant and contrasting or clashing colours. The same students then revisit these edited works and record their new reactions. Is there a marked difference in the reactions? If so, what could this tell us about how we see the world? Do we crave colour and variety? Does this give us any insights into fashion? Music? Food? Migration? Etc. <https://www.youtube.com/watch?v=c-FmnNErMzM>