



# Call for Presentations & Workshops

## Creative Futures: Visual Arts, AusVELS & the Australian Curriculum

Friday 15 November (National Gallery of Victoria International) & Saturday 16 November (Melbourne High School)

Creativity is regarded as an essential quality to foster through education. The Visual Arts are cited as one of the most natural vehicles in which to nurture creativity in education. But first of all, what do we as art educators mean by creativity?

Wikipedia defines creativity as occurring when something new and valuable is created and it is generally perceived to be associated with intelligence and cognition. Sir Ken Robinson defines creativity as 'the process of having original ideas that have value'. Anna Craft, in her book *Creativity and Early Years Education*, suggests imaginativeness or 'possibility thinking' lies at the core of creative activity.



<http://www.youtube.com/watch?v=zDZFcDGpL4U>

The conference seeks to explore this theme through questions such as:

- When is art making creative?
- What are the conditions required to support creative thinking and making?
- Why is creativity in the visual arts valuable? And in what ways?
- Can creativity in the visual arts be taught? And, if so, how? And how can it be assessed?
- What capacities do we build in students by encouraging and supporting 'creativity' in art?
- How do we meld creative actions authentically with

Or by examining statements such as:

- Art education programs can influence the stimulation or suppression of creativity.
- Divergent thinking is an essential capacity for creativity.
- Bringing ideas together that seemingly have no surface commonalities, but searching for underlying themes or remote associations they share, stimulates creative thinking.
- Art education should support students' ability to think metaphorically.
- Collaboration between culturally different groups