creative methods - a contradiction in terms?
how do we create the conditions for creativity?
Rosie Gibson
the right people in the right place at the right time

David Harding
Talents are sometimes buried deep. How do we create the circumstances for talents/passions to emerge? How do we create the conditions for creativity - both inward facing and outward facing? Ken Robinson
by way of exploring that question - a short art journey:

Practicing art is as much a state of mind as a profession.

'I wouldn’t wish creativity on my worst enemy’! poet Douglas Dunn
definition of context: the circumstances that form the setting for an event, statement, or idea, and in terms of which it can be fully understood.

from french: to weave together
context half the work
Prayas Abhinav: Canopy  a publicly installed bamboo structure, which allows a dual use of public space. It allows a chai shop (tea shop) to function and creates space for children to climb it and grow vegetables and medicinal plants for themselves. I then did music, drawing and craft workshops at the space to create different imaginative associations of the space in the children’s minds. [http://cityspinning.org/projects/canopy/](http://cityspinning.org/projects/canopy/)
Theoretical Resonances

- Nigel Thrift, Non-representational Theory: Space, Politics, Affect, ILS, 2007
emotion, embodiment, relationality, ecology, complexity, liminal space, movement, performance, play, excess, life energies, coproduction
approaching the otherness of children
liminal space (mumΔ)
creating the conditions.....

- playable space
- playable time
- inspiration from creative projects including other children’s work
- relationships
  - contextualise the sessions/project
  - call and response
  - equalness
  - characters
- open endedness then shift to focussed work for final production
- resources
Playable space...boundaries to manage space
cause and effect summer school

Quiet corner - inspiration & resources
limits on playable space in the classroom - put 6 tables together
cause and effect summer school

playable time day 4
limits on playable time....we visited the class to introduce the project, tell them a story and give them resource packs to take away and use themselves & with their families.
Living Lomonds Consultation with Children
Example of ‘Call & Response’
• Katy taken hostage by witch in prince drama!
• Getting lost and losing shoes down rabbit burrow!
• Call dad for help. Help! Please don’t be too busy now. Phew! Thanks Dad!
• We’re all back down to the ground
• And raised loads of cash for our favourite charity
• Meanwhile Scott and his dog Scruff, an Irish wolfhound were taking a calm walk from Rhind Hill round the reservoirs Ballo, Drumain and Holl, taking in the waterfall and the highland cows and the fishing boats. Watch this space for the creepy bit.....
relationships - a sense of equalness
frogs eyes
pipe cleaners
cats wiskers
dogs mouth
polar bear
green foam
cows body billy
the anti bully beast
blue soin human legs
blain surf
spotty surf
wir net
Lomond Hills consultation
cause and effect summer school

Tools & Resources
Wendy Ewald - Towards a Promised Land Margate
July 2005 - November 2006
Men’s Sheds
The Walking Neighbourhood Lenine Bourke
HOW DO YOU IGNORE A 10 FOOT GIRL?

"BY PRESENTING THE IMAGES IN THE VERY SAME COMMUNITIES THEY WERE PRODUCED IN, THE COMMUNITY ITSELF BECOMES A GALLERY."

KATHARINE SIDELNIK

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an intersection of visual art, individual expression and social consciousness
collaborative, opportunistic and reflective, bridge and connect sculpture, installation and photography, film/video, text and sound.

‘aesthetic’ becomes ‘not-anaesthetic’.

a sense of fulfilment, understanding our world collectively, Where the whole becomes greater than the sum of the parts

collaborating with theatre practitioners. gregarious, group orientated and celebratory, complimenting mine - introverted, intimate, and operating under the radar.

inspired by Mammalian Diving Reflex and their notion of ‘social acupuncture’ which emphasises the active follow through from assessment to rebalancing:

a method examines social dynamics, looks for holding patterns characterised by excess and depletion, then steps in and attempts to create new social dynamics through the creation of small, temporary, atypical performances