

Bridgeton Public Schools
Arts Department
Extended Home Instruction, K-12

Dear Students & Families,

We always have a choice. There are many things out of our control, but we can always choose how we respond. We certainly didn't choose to be out of school for weeks at a time, but we can elect to use our time away from school to learn, find joy, express ourselves artistically, and be creative.

Each school day, you are asked to choose a box from the chart (on the next page) and complete the selected creative action. Record the title of your action and your responses to the reflection questions. Be sure to save your work (keep what you make, take a picture or video, record your notes in a journal, etc.); keep it with your daily record if possible. You are expected to bring your record and work back to school when we return and share it with your teachers and classmates. Plan to spend at least thirty minutes on each creative action. This is required work. You will be graded, every two weeks, as follows:

Grades K-1

Complete (in two weeks):	0 assignments	1 - 2 assignments	3 - 5 assignments	6 - 8 assignments	9 - 10 assignments
Earn:	U	N	S	G	O

Grades 2-12

Complete (in two weeks):	0 assignments	1 - 2 assignments	3 - 5 assignments	6 - 8 assignments	9 - 10 assignments
Earn:	F	D	C	B	A

These creative actions are designed for students in Kindergarten through 12th grade. We recognize the capabilities of students are different at each grade level. Think of each of these actions as a staircase. Kindergarten students will find success by stepping up the first step (completing the creative action at the basic level). High School students will need to climb the entire staircase to find success (maximizing the possibility of each creative action). Each student is approaching these actions with unique interests, experiences, knowledge, skills, and needs; so each student will find their own right place on the staircase. Some students may need help reading and understanding the actions. That's perfectly fine; ask for help if you need it (especially with reading and writing - you've got the creativity covered). Other students might be ready for more of a challenge, so they should try the extension actions. Remember, there is no wrong way to be creative - and everyone is creative.

In addition to choosing and completing creative actions as assigned, you are encouraged to nurture and grow your artistic and creative self by rehearsing and refining the music/dance/theatre you've been working on in class and continuing to develop the artistic techniques you've been practicing in your visual arts and media arts class. Keep practicing!

We hope that these creative actions will be fun and meaningful. We look forward to seeing you when we return to school and hearing about your experiences and creative and artistic discoveries. We wish you good health, joy, and creativity!

All the best,

THE 10 PRINCIPLES OF CREATIVITY

AUTHENTIC

MY IDEAS COME FROM WHO I AM

RESOURCEFUL

I CAN MAKE SOMETHING FROM NOTHING

CURIOUS

I LIKE TO LEARN NEW THINGS AND TRY OUT NEW IDEAS

UNCONVENTIONAL

I CAN DO THINGS IN UNEXPECTED WAYS

PATIENT

I KNOW MY BEST IDEAS TAKE TIME

EXPRESSIVE

I CAN SHARE MY FEELINGS IN DIFFERENT WAYS

INTUITIVE

I TRUST MYSELF AND WHAT FEELS RIGHT TO ME

PRESENT

I PAY ATTENTION TO MYSELF AND MY WORLD

INVENTIVE

I COME UP WITH AND USE GOOD IDEAS IN ALL PARTS OF MY LIFE

INSPIRED

I GET IDEAS FROM MY EVERYDAY LIFE AND WORLD

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*** The 10 Principles of Creativity were the inspiration for this packet. Any actions that come from the Choose Creativity curriculum, or any other source, are noted in the resource section for that action. ***

Choose Creativity

*Every school day, choose a box and complete the selected creative action.
Select a different action each day.
Take a creative risk, try something new, be silly, let loose, dream, discover, find joy.
Remember to save and document your work so you get credit.*

Artist Trading Cards	Make Your Mark	Encourage	Student Choice #1	Phone Music
Your Beautiful Self	Something, From Nothing	Soundscape	Piece It Together	Mythical, Magical Creatures
Mini Musicals	Marble Shoot Pipeline	Prequel/Sequel	Dance Party	Movement Story
Student Choice #2	PSA Storyboard	Draw to the Music	In Someone Else's Story	New Lyrics, Same Tune

Artist Trading Cards	
Creativity Principle: Authentic Cross-Content Connection: 21 st Century Skills	Artistic Process: Perform/Present/Produce Artistic Discipline: Visual Arts
<p>Action: In 1997, M. Vänçi Stirnemann, a Swiss artist, created this conceptual art project, which he called a Collaborative Cultural Performance. Artist trading cards are small (2 ½" x 3 ½") works of art, signed by the artist, and exchanged and collected by people participating in the performance.</p> <p>Think of a message or feeling you want to share that expresses who you are and create a series of at least four miniature works of art (don't worry about the exact size). You can use any materials you have on hand (pencil, pen, crayons, markers, paint, food coloring, stamps, collage, fabric). Sign and date your art. Give at least one trading card to someone.</p>	
Reflection: Were you able to effectively communicate what you were trying to share? Which card is your favorite and why? Which card that you gave away had the most surprising reaction? Being authentic means to be proud of who you are, the things you do well as well as the things you wish you were better at. Do you feel like this action gave you the chance to express your authenticity and who you are? How did it feel?	Extension: Go online and view artist trading cards from around the world. What similarities and differences do you notice? Can you find any common themes (subject, colors, etc.)? Which trading card do you wish you had and why? Are cards different by culture or geography?

Make Your Mark	
Creativity Principle: Unconventional Cross-Content Connection: 21 st Century Skills	Artistic Process: Create Artistic Discipline: Visual Arts
<p>Action: Gather one plain sheet of paper and any materials you wish to use (crayons, pencils, paint, paper, fabric, etc.). Make one dot or mark on your paper - anywhere and anyway you want. Now keep going. What do you want to do next to transform your mark? Do it! Make at least five additions - of your choice - to the paper. You can decide to stop after five or keep going. You will know when you're done. Make a frame (you figure out how) for your work of art and proudly display it.</p>	
Reflection: Was the first mark or the second the most challenging? How did you decide when to stop? Where and how did you choose to display your artwork? What are you most proud of?	<p>Source: This action comes from the <i>International Dot Day Handbook</i>.</p> <p>Extension: Research International Dot Day on the web. Select a visual arts or media arts project that intrigues you and engage.</p>

Encourage	
Creativity Principle: Present Cross-Content Connection: Health & P.E.	Artistic Process: Connect Artistic Discipline: Media Arts
<p>Action: Think of a time or times when you've encouraged someone. What did you do? What was the result? How did it make you feel to help someone? If you can't think of a time when you've encouraged something, then this next part will be extra special. Create a plan to encourage and/or help someone in the next week. Use the following prompts:</p> <p style="text-align: center;">I will help: ____ (name) ____ I am going to give this person encouragement about: ____ Here is how I will help: _____</p> <p>Now that you have a plan, put it into action. Create a work of art that demonstrates what you did and how it felt. You can create a drawing, collage, painting You can write and/or record a song or dance There are no limits to your creativity.</p>	
Reflection: What is one thing that surprised you? Why did you choose the medium to create your artwork? What are some special things you've noticed while being present in a place you love?	Source: This action comes from the <i>International Dot Day Handbook</i> . Extension: Research International Dot Day on the web. Select a visual arts or media arts project that intrigues you and engage.

Student Choice	
Creativity Principle: ??? Cross-Content Connection: ???	Artistic Process: ??? Artistic Discipline: ???
<p>Action: (1st option) You decide! How are you going to be creative and/or artistic? Dream big - the possibilities are endless. You choose the artistic discipline (dance, music, theatre, visual arts or media arts) you want to work in. Remember to document your work (journal entry, work of art, recording, etc.).</p> <p>(2nd option) Create a work of art that is reflective of your current situation - however you interpret that. Think about what you're experiencing and feeling. What is it that you'd like to express? What is the best way to get your point across? Dream big - the possibilities are endless. You choose the artistic discipline (dance, music, theatre, visual arts or media arts) you want to work in. Remember to document your work (journal entry, work of art, recording, etc.).</p>	
Reflection: How did you come to your creative decision? Were there ideas you had that you didn't act on? Why? What do you think of the results?	Extension: Dream big and keep going!

Phone Music	
Creativity Principle: Inventive Cross-Content Connection: Math	Artistic Process: Perform/Present/Produce Artistic Discipline: Music
<p>Action: Using the tones on a phone compose a piece of music. What music patterns can you create to produce a song? Experiment with creating different styles of music. Take notes on your experiments, noting what you like and didn't like with each attempt. If possible, audio record your experiments. Devise at least five different melodies using patterns or styles, that are at least twenty seconds long. Once you're done experimenting, select one pattern/style to develop into a full melodic composition. Aim to have your selection be at least sixty seconds. Write lyrics (words) to accompany your song. Generate a title for your composition.</p> <p>Write out a favorite, inspirational quote (it could be something you said, or from someone else). Assign a number (0 - 11) to each letter. Try to keep it as consistent as possible (if 'a' is '1,' it should always be '1'); * = 10, # = 11 . Now "play" the music of your favorite quote on a phone. Is it musical or just noise? What's the difference? What changes can you make to make your quote musical?</p>	
Reflection: What was your process? How did you know when your composition was complete? What instruments would you add to your composition if you were able?	Extension: (1) Explore Google Chrome Music Lab . Play the mini-games, create melodies, draw shapes and see them turned into music. (2) Play with Bach Google Doodle and Beethoven Google Doodle - what can you compose?

Your Beautiful Self	
Creativity Principle: Expressive Cross-Content Connection: Social Emotional Competencies	Artistic Process: Perform/Present/Produce Artistic Discipline: Visual Arts
<p>Action: Reflect on what it feels like to belong or be connected to family and community and what it feels like to be perceived as different. Produce an artist statement that begins, "I love my __," based on what makes you proud and beautiful. Using your artist statement, design a mixed media portrait that expresses what makes you feel beautiful and proud. Mixed media is when two or more artistic materials have been used (e.g. pen, paint, pencil, fabric, papers, glitter) in one artwork.</p>	
Reflection: How did you decide what materials to use and how to arrange them? How is this artwork an expression of you?	Extension: Develop a mixed media artwork that depicts your family and/or community. Select a performing arts discipline (dance, theatre, music) to represent your artist statement.

Something, From Nothing	
Creativity Principle: Resourceful Cross-Content Connection: Science	Artistic Process: Create Artistic Discipline: Visual Arts
<p>Action: Use your body to make a picture. How can you move and hold your body to represent something from nature and something you can see from a window?</p> <p>Our earliest ancestors expressed themselves through drawing. Being resourceful was essential since there were no paint brushes, papers and markers. We can explore different drawing tools found in nature. Today we are going to experiment with drawing with natural materials as our ancestors did.</p> <p>Choose at least three different natural materials (leaf, stick, rock, feather) and carefully dip them into paint and mark your paper. If you don't have paint (or even if you do), experiment with other colorful liquids (e.g. coffee, fruit punch, mud, tomato juice) to see what works to mark your paper. Make at least five completely different types of marks with each material. Try writing your name. Ask yourself: What happens if I draw so lightly that I am barely touching the page? What happens when I add pressure? What happens when I try to draw a line? Or make a dot? Now that you've experimented with the different materials and made a variety of marks, now it's time to get a fresh piece of paper and create an inspired artwork using the natural materials.</p>	
Reflection: How did it feel to draw with these unusual drawings tools? Were you able to make a wider range of marks than you expected? Were you able to express yourself the way you wanted using these tools?	Source: This action comes from the Choose Creativity curriculum. Extension: (1) Make predictions (hypothesis) and record your experiments like a scientist. (2) Get the family involved. How can you work together to make pictures with your bodies? Collaborate to create a work of art with the natural materials. What is challenging about working with someone else towards a common goal? How is it easier to have a creative partner?

Prequel/Sequel	
Creativity Principle: Curious Cross-Content Connection: English Language Arts	Artistic Process: Create Artistic Discipline: Theatre
<p>Action: Select a primary source that has a character: a story, song, or picture. Analyze your source and identify contextual clues that help you understand the characters motivations and intentions. Now, create a prequel (before) or sequel (after) to the story. Conceptualize costumes, props, and set pieces for a theatrical performance and record your ideas.</p>	
Reflection: What made you select your primary source? What did you discover about the character?	Extension: Use found objects (anything you may have access to) to create miniature or lifesize versions of your vision.

Soundscape	
Creativity Principle: Curious Cross-Content Connection: Science	Artistic Process: Create Artistic Discipline: Music
<p>Action: Create a 'sound picture' using just your voice. Choose a location (e.g. rainforest, beach, or the desert at night, city). Think of three or four sounds you might hear in this setting. Try making those sounds with your voice.</p> <p>Gather and display a variety of household items, such as: baking sheet, whisk, paper, tongs, silverware, water bottle, pots, plastic lids, pencils, coins, books, scissors. Look at the objects you've assembled and think about how you might make music with them. How many ways can you make sound with each of the objects? Paint a 'sound picture' (just like you did when you had only your voice).</p> <p>A foley artist is the person who recreates sound effects for movies, TV, and radio from found objects. How can you use the items to make sound art to tell a story?</p>	
Reflection: What objects made the best sounds and why? How did this activity surprise you? Does it make you see these ordinary household items differently? How did being curious make this activity fun? If you could create a band using household items, which materials would you use and how would you use them? Can you think of another time you've used your curiosity to learn more about something?	<p>Source: This action comes from the Choose Creativity curriculum.</p> <p>Extension: (1) Research common foley artist tricks and use them to tell a story. (2) Gather your family and together create a 'sound picture.' One person should act as conductor (take turns), assigning people to take on different sounds to repeat. The conductor can play with the sounds, increasing the volume, changing the speed, or cutting and adding sounds at their discretion. Talk about what it felt like to be the conductor.</p>

Movement Story	
Creativity Principle: Inventive Cross-Content Connection: Science	Artistic Process: Perform/Present/Produce Artistic Discipline: Dance
<p>Action: Using the elements of dance (time, space, energy), create a movement story with a beginning, middle and end that interprets the interdependent relationships between a plant, water, and light. Develop movement vocabulary that explores the principles of cause/effect and structure/function in nature. Record (in writing or pictures/video) your movement story.</p>	
Reflection: Describe your process. How did you start? How did you know when your story was complete? How did it feel to create in an inventive way? What do you want to invent next?	<p>Extension: (1) Explore other cause and effect relationships through movement. (2) Identify a problem and work to solve it by inventing something using found objects.</p>

Piece It Together	
Creativity Principle: Expressive Cross-Content Connection: Social Studies	Artistic Process: Connect Artistic Discipline: Visual Arts
<p>Action: A mosaic is a decorative picture or pattern produced by arranging small pieces (typically hard, like glass or tile) to create a larger image. A collage is a piece of art made by combining various materials (paper, fabric, photos, etc.) and sticking them to a background (a piece of paper, cardboard, fabric, etc.).</p> <p>Choose a current news story (or topic) that interests you. Express your thoughts and responses to the topic on small pieces of paper using drawings, quotes, statements, questions, whatever you want to express (Post-Its or index cards are great for this, but any paper can work). Aim to generate ten or more pieces. Choose an area of the room (a door, a table, a window) to transform with your completed pieces. Layout or hang the pieces to create an image (shape, word, picture) that represents your topic, turning it into a mosaic</p> <p>Design a poetry collage on a topic that is meaningful and relevant to you. Cut out text you find in newspapers or magazines that relates to your topic and arrange the words to create a poem. Poems should have at least eight words in them. Poems don't need to look or sound like a traditional poem – it's more about choosing and connecting interesting text that expresses your meaning. Consider the visual layout of your poem on the page. Add extra design by using pencils, pens, crayons, markers, and by collaging the remaining page.</p>	
Reflection: Do you feel like this project gave you the chance to express your thoughts and feelings? How did it feel? Did you prefer working by yourself or as a group? How would it have been different to work with others (or alone)? What are some other ways you express yourself creatively when you are at home?	<p>Source: This action comes from the Choose Creativity curriculum.</p> <p>Extension: (1) Get the family involved. Collaborate to express yourselves on different topics. How is working with a group different that working by yourself? (2) Explore images of public Post It art - you can find examples on the internet (e.g. Subway Therapy video on YouTube). How do you think this art made people feel? (3) Follow through on the ideas you generated for how you can express yourself creatively at home.</p>

Mini Musicals	
Creativity Principle: Inspired Cross-Content Connection: English Language Arts	Artistic Process: Perform/Present/Produce Artistic Discipline: Theatre
<p>Action: Select a familiar short story (fairy tale, fable, etc.) to adapt into a musical. Identify the beginning, middle, and end of the story. Identify dramatic or important moments in the story. Select at least three songs (any genre/style; they can be popular or classic) to put into the story at important moments. Think about why you are putting a particular song at that point in the story. How does it add to the story? Do the songs help tell the story? Are there different or better choices you can make? Develop the book of the musical until it is performance ready.</p> <p>Select any two songs (you choose more). Write a story that connects the songs (this is called a libretto or book of a musical). Consider the audience and what you want them to think about or feel. Do your songs and story help achieve your vision? Does your musical make sense; will it be understood by the audience? What changes can you make? Try out a few variations and see if they add to or detract from your vision. Develop the musical until you are satisfied with the product and it is performance ready.</p>	
Reflection: What was the most challenging aspect of this creative action? What was surprising to you? Did you prefer the first or second approach? Why?	Extension: (1) Keep going. Can you add more songs and create a one act musical? (2) Collaborate with a partner to develop a musical using the method of your choice. Examine how working with a partner influences your creativity and decision-making.

New Lyrics, Same Tunes	
Creativity Principle: Patient Cross-Content Connection: English Language Arts	Artistic Process: Connect Artistic Discipline: Music
<p>Action: Select a familiar song. Listen to the music (try to ignore the lyrics). Listen to the music again. What do you notice? How does the music make you feel? Think of something you'd like to express (a thought, an emotion). Write new lyrics (words) that are set to the music of the song you've been listening to.</p>	
Reflection: How and why did you select the music? How and why did you write the lyrics that you did?	Extension: Write a short verse about something that brings you joy. Set that verse to a familiar tune (song).

Rolling Ball Sculpture	
Creativity Principle: Patient Cross-Content Connection: Science & Engineering	Artistic Process: Create Artistic Discipline: Visual Arts
<p>Action: A sculpture is the action and art of producing a three-dimensional artistic object. A rolling ball sculpture is an artistic object that can move a ball (like a marble) from the top of the object to the bottom (like a marble run).</p> <p>Write a list of the different materials that would work best for making a marble run. Include recycled and reusable materials on your list. Gather any materials from your list that are available to you. Now, think of strategies that you could use to build a marble run with the materials you have assembled. Think of how you may need to alter the materials to assist your vision. Write your plan down. Now it's time to start building your rolling ball sculpture. Test each section to see if it is working as you planned. If it's not, that's okay; decide how you will adjust it and make those changes. The sculpture is complete when you can move the ball from the top to the bottom in the way you planned. Now, think about how your sculpture looks. Is there anything you'd like to do to make it look better? Write down your ideas. If you're able to, decorate and embellish your sculpture as you envision.</p>	
<p>Reflection: Your first idea may not be your best idea, you need to be patient with yourself to come up with lots of ideas. How did you use patience during this creative action? What parts of the action did you need to be more patient for? How did your ideas change while working on this project? Did you find yourself experimenting with different ideas, looking for which ideas worked best? What questions would you like to ask your classmates about how their creative action went? In what other ways do you use patience when you are being creative?</p>	<p>Source: This action is adapted from the Choose Creativity curriculum.</p> <p>Extension: (1) Work with a partner. Each of you produce your own rolling ball sculpture. Now see how you can work together to combine your sculptures. Do you need to build something together? Does something need to be removed? How far/long can you get the ball to roll? (2) Watch (on YouTube) the innovative music videos from rock band OK Go (<u>This Too Shall Pass</u> and <u>The One Moment</u> are fantastic examples). Does watching these videos inspire you? How? Are there changes you want to make to your sculpture - or a whole new idea that you got - from watching the video? Do it!</p>

Dance Party	
Creativity Principle: Intuitive Cross-Content Connection: Social Emotional Competencies	Artistic Process: Respond Artistic Discipline: Dance
Action: Just dance! Put on some favorite music and freestyle. Trust your intuition, don't worry about what you look like. Dance to at least three of your favorite songs. Now expand your comfort zone - select a genre or style of music that you don't normally listen to and dance to that. Again, don't worry about what you look like, just let the music move you. Try it again with a different genre/style. Now that you've experimented moving and dancing to various music it's time to choreograph a dance. Choreography is the art of sequencing movement to convey meaning. Using any music/dance style, develop a solo (by yourself) dance. Think about and include the Elements of Dance (time, space, energy). Your solo dance should be at least one minute. Record your dance to help you remember it.	
Reflection: How did it make you feel to dance just for the sake of dancing? What were you thinking about when you were freestyling? How was freestyling different from dancing to create (choreograph)? What inspired you to select the style of dance for your choreographed piece? How did you use music to support the dance? Why did you select the song that you chose? What would you change about the dance to make it more meaningful to yourself and an audience?	Extension: (1) Create a second (or third!) solo in a different style. (2) Family dance party! Get together and dance to favorite and new tunes. (3) Collaborate to choreograph a dance.

PSA Storyboard	
Creativity Principle: Inspired Cross-Content Connection: Health & P.E.	Artistic Process: Connect Artistic Discipline: Media Arts
Action: A Public Service Announcement (PSA) is an advertisement that is presented to the public with the intent of changing behaviors. A storyboard is a method of graphically organizing a sequence of events, typically used to plan a movie or TV show. Expand your creative capacity by devising a storyboard for a PSA on a topic that is important to you. Select and analyze a topic that is meaningful to you and decide on a message you want to present to an audience. Think about what behavior you would like to change. Divide a piece of paper into boxes (like a comic book or graphic novel) and draw what happens in each shot. You should add dialogue, props, and scenic details to help get your message across.	
Reflection: Who is your intended audience? Why did you make the choices that you made? Why do you think your PSA will be effective in changing behaviors?	Extension: Compare and contrast three PSA you find on the internet. Were they all equally effective in landing their message? What made them impactful (or not)? Create another PSA using low tech (paper, pencils) or high tech (web resources).

Draw to the Music	
Creativity Principle: Intuitive Cross-Content Connection: English Language Arts	Artistic Process: Respond Artistic Discipline: Music
Action: Close your eyes and listen to your favorite song. Notice what you see and imagine. Note how your body responds. Note any colors you saw. Listen to the song again, this time respond to the music with a drawing (use color if you can). Your drawing can be abstract or it can be of objects, places, people. Repeat both steps of this process while listening to a song you've never heard before (explore a new genre), someone else's favorite song, or another song that you love. Reflect on the two listening and drawing experiences. Describe how each song makes you feel, and think of examples of places or times you might hear that piece of music. Determine what it is about each song that makes you feel and respond in the way that you did (e.g. is the music upbeat or does it have a slow tempo; is the piece in a major or minor scale; what instruments were playing). Record your thoughts.	
Reflection: Why is the song you picked your favorite? What was different about listening to the song with your eyes closed? How did close listening and drawing to the music impact your understanding of, and feelings toward, the song?	Extension: Communicate through writing how specific music concepts (tempo, scale, instruments) are used to influence the emotion being communicated in the music.

In Someone Else's Story	
Creativity Principle: Inspired Cross-Content Connection: English Language Arts	Artistic Process: Create Artistic Discipline: Theatre
Action: Select a minor character from a favorite book, movie, or TV show and tell that character's story. What are they doing and thinking before they come into the story and/or after they leave? Fill in the characters backstory (interesting details about their life). What do they think of the main action in the story (before, during, and after) and the main character? Write the character's story (remember beginning, middle, and end) or visually represent it.	
Reflection: What made you choose your character? What was your process for determining the story? How did thinking from the perspective of a minor character impact your interpretation of the main character and/or story?	Extension: Tell the story of an animal or inanimate object. How do they perceive their world? What adventure do they go on?

Magical, Mythical Creatures	
Creativity Principle: Unconventional Cross-Content Connection: Science & Engineering	Artistic Process: Create Artistic Discipline: Media Arts
<p>Action: Play with creating large-scale unconventional characters (dragon, monster, undiscovered species), using a chair, a pillow, a bed sheet, even yourself! How does the character move and sound?</p> <p>Gather a variety of small household objects that won't be missed if you repurpose them for art (e.g. paper clips, rubber bands, tin foil, wire, pieces of cardboard, newspaper, bottle tops, plastic cutlery, dried pasta or beans). Forget what you know about these items and imagine new uses for them (e.g. tin foil becomes a ball or jewelry; paper clips become snakes) - they can be anything, there are no wrong answers. Arrange the objects to create an unconventional character. Explore how different objects in different places change the character. If you're able to, attach (glue) the character to a piece of cardboard (or paper plate). Think about how your character moves and what they sound like. Bring your character to life by writing a short story about them.</p>	
<p>Reflection: How did it feel to come up with characters using these unconventional materials? Was it easier or harder than you thought? What other unique materials would you have liked to use for your character?</p>	<p>Source: This action comes from the Choose Creativity curriculum.</p> <p>Extension: (1) Cut out a picture from a magazine or newspaper. Now cut that picture in half. Glue half of the picture onto a blank piece of paper and complete the other half using your choice of materials. (2) Watch videos made by the artist Pes. How does he use unconventional objects? Create a stop-motion video using unconventional objects.</p>

