

# Promoting creativity for life using open- ended materials by walter f. drew and ba...

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Creativity for life using Open-Ended Materials Creative arts is made up of various things, they may encompass of flower drawings and the wire flower models in the clay pots that are usually created by the children at the kindergarten after they have a visit at a flower show. It implicates the spontaneous leap for joy that shows up in a couple of the tempera paintings, the pencil drawings, the 3-D skyscrapers that are designed from the cardboard boxes of wooden chips. It can also be made of the movements and rhythmic dances of the pie-can cymbals and the tube trumpets that are usually played by the four-year-old kids in the marching parade (Drew and Rankin 2004). The most vital of the creative arts is the teachers, families and the children who build up inner resources, making it potential, direct and a clear expression.

The main aim of indulging in the creative arts is to pass the information, think critically, and have the mutual feeling that bonds the children with their teachers. The thoughts and feelings through locomotion and visual perceptions are elaborated through the procedure of playing and the creative arts that are formed. According to researches, children have spontaneous, creative self-expression which usually intensifies the sense of competence and the behavior that they portray as the mature to the adulthood stage. The passion of creative art formation is usually viewed as a playful behavior, where those involved have the willingness to collapse their daily rules and their effects.

Play is based on the mind state, and it brings about the unexpected characters, the unlearned forms of free expression, the generation of association, which represent the distinct value of order and harmony, thus

producing the sense of well being (Drew and Rankin 2004). Play and art formation, stimulate the acts of courage and is usually equal to the act of faith that caters for their belief outcomes. These are the actions require and builds resilience, advocacy, outcome and the capability to focus and act according to their intentions even of the outcome is usually renowned; when the children act to endure the uncertainty and the ambiguity that is usually supposed to enable them to pursue their immediate goals. These actions produce great sense of competence to the children, as they grow up to become reliable students. The children extend and deepen their comprehension through various experiences with the different materials used. This strategy is familiar to many early childhood teachers, and it has been exhibited through the brain research, which implicates the importance of the techniques that develop their brains (Drew and Rankin 2004).

The years from birth to the age of five portray the chance of aiding the children to develop the diverse wiring of their brains. After that period the pruning, process starts to develop their lives. The main key of intelligence is the recognition and molding of the relationship in their early years. The importance of the artwork, initiates the experience of the stories that they usually follow, and this is frequently related to the early childhood teachers. The child's brain is founded on the unique characters that they encompass. The children play with their peer trainers and this inculcates several techniques and the sense of competence.

The main importance of the principle emphasizes on the work and the playful activities they indulge themselves in make the children to appreciate their own ideas and way of carrying on their activities. The children learn that they

have interesting method and techniques that are worth paying attention to and contributing to personal interests (Drew and Rankin 2004). They tend to develop the sense of aesthetics through the investigations of the pleasing materials of diverse shapes and materials. These experiences naturally lead to the characters formation of the children.

#### Reference

Drew, W. F., & Rankin, B. (2004). Exploring The Creative Arts With Young Children - Promoting Creativity for Life Using Open-Ended Materials. *Young Children*, 59, 4, 38.