

Creative Ability & Children

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CREATIVE ABILITY AND CHILDREN

CA is based on normal developmental sequences.

Man through the use of his body in purposeful activity can influence the state of his own physical and mental health and spiritual well being.

Creative Ability has to be stimulated and nurtured.

It is process of new discovery, not re-discovery.

The child's "landscape" increases in dimension and complexity.

CHILDREN IN THE DESTRUCTIVE PHASE

Early self differentiation

Egocentric

Activities: Throwing, tearing, banging...

Enjoyment of movement

Construction grows out of destruction.

CHILDREN IN THE INCIDENTAL CREATIVE PHASE

Gradiation of self differentiation

Children need and enjoy physical contact

Coincidental recognition of form, order & design

Activities: paint blotting, blowing bubbles...

The response evoked by the activity is more important than the product

CHILDREN IN THE EXPERIMENTAL PHASE

Later stages of self differentiation
and early self presentation.

Exposure to wide variety of materials
which result in concrete relational experiences.

Still egocentric,
there is a feeling of security in contact with people.

Activities: Experimental handling of materials and objects
and no pre-planned or anticipated product.

CHILDREN IN THE IMITATIVE CREATIVE RESPONSE PHASE

From self presentation to participation.

Experimental social relationships are formed.

Imitation of motor, social and skill activities
and spread to more mature and social productive work.

Norms are starting to be important.

CREATIVE ABILITY AND CHILD DEVELOPMENT				
CYCLE	DEVELOPMENT	AGE	MOTIVATION & ACTION	
1	Egocentric cycle	Birth to pre-school (5-6 years)	Tone ↓ Self presentation	Tone ↓ Competitive
2	Social and imitative cycle	School going age (± 7 - ± 18 years)	Passive participation	Tone ↓ Competitive
3	Adult, work related cycle	Post school and extending through life	Passive participation ↓ Competitive contribution	Tone ↓ Competitive