

CREATIVE LEADERSHIP EXERCISE

VISUALIZING ISSUES TO ADDRESS



Chief Creative Officers Advocate for Change



Change Agents:

1. Ask Essential Questions
2. Reflect on Insights
3. Visualize –then Address Issues
4. Decide Next Steps



Translating Insights into Action



4 Artistic Processes in new National Core Arts Standards

- ☐ Create
- ☐ Present
- ☐ Respond
- ☐ Connect

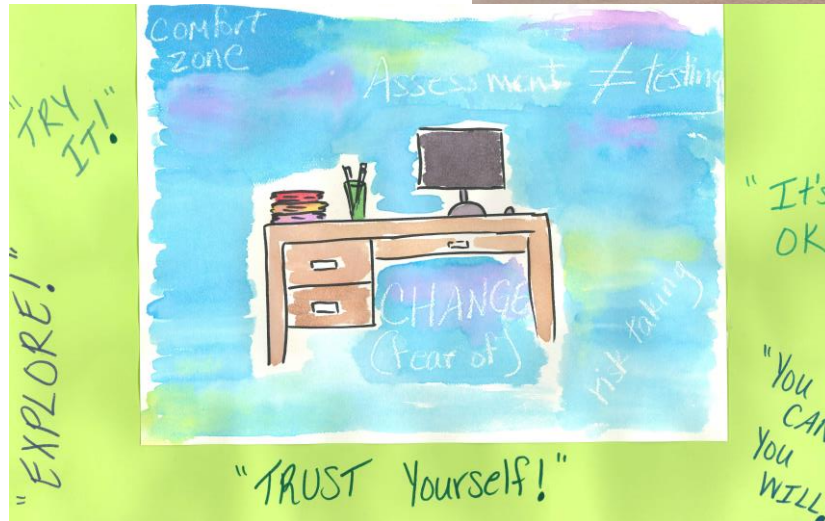


Address the Elephant in the Room

or

Get Issues On the Table

- ✓ Consider issues discussed. What has not yet been addressed—that could impact arts education progress?
- ✓ What's the “elephant in the room”—seems invisible but is fundamental and could stall efforts?
- ✓ What challenges must arts leaders face and “get on the table”—starting here and now?



CREATIVE LEADERSHIP EXERCISE

Visualizing Barriers

Artists' work serves as a metaphor and inspiration to spark ideas for how you will visualize the issues.





CREATIVE LEADERSHIP EXERCISE

Create: Watercolor-Crayon Resist Reveals What's Hidden

 Consider points from Essential Questions discussion.

 Visualize “**what’s the elephant in the room?**”
What “**needs to get out on the table?**”

 Create a crayon-watercolor resist. It reveals **what lingers but is not seen**. Draw issues with white crayon on white paper. They will be invisible until painted over with paint pen/watercolor wash.

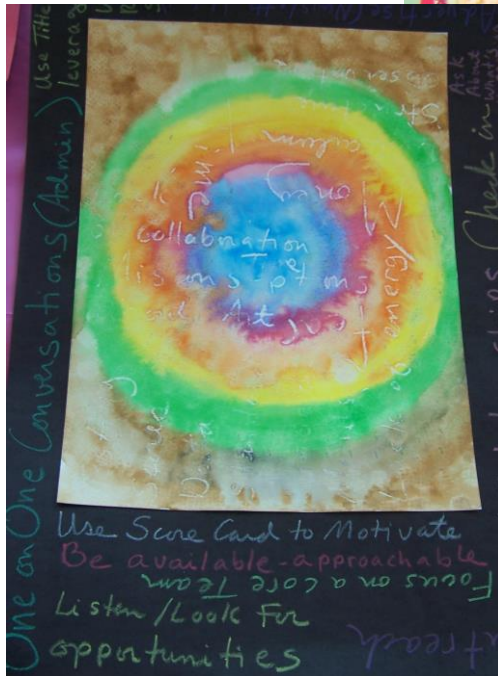
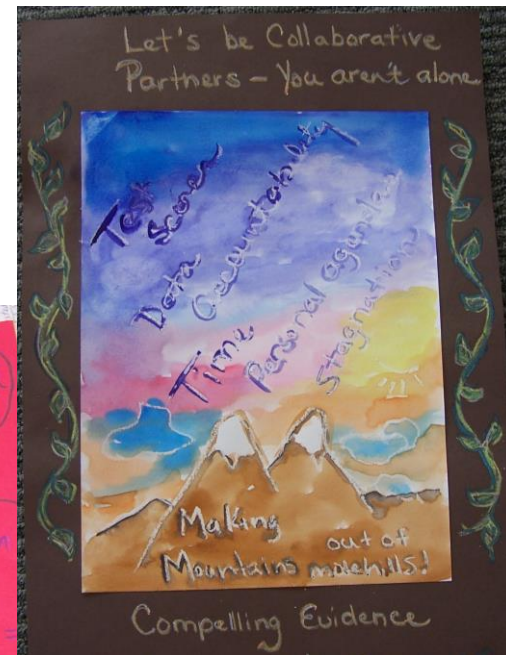
 Glue paper frame around art. Articulate action steps and key messages. Black paper & metallic markers = metaphor “**Emerging from Darkness—Unknown Space.**”

 Prepare to share art & insights.



CREATIVE LEADERSHIP EXERCISE

Their Art Tells Their Stories...



CREATIVE LEADERSHIP EXERCISE

Watercolor
Resist



2



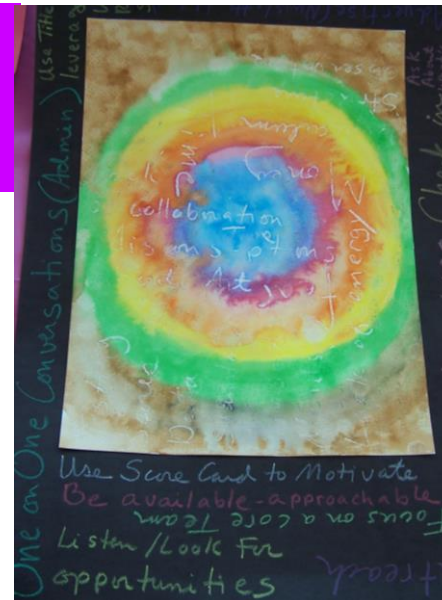
3



4



5



Present & Respond

1. Describe your visual. What issues were the “elephant in the room” ever-present but not addressed? What needs to “get out on the table?”
2. How did considering others’ points-of-view (Essential Questions discussion) influence your art?
3. How did visualizing lingering issues make the challenges and opportunities more tangible?
4. What patterns in key issues and messages emerged in the artwork?



Connect: Reflective Prompts

What helps people embrace change and convince them to broaden their point-of-view?

- ☐ **Reflect on the power of both research & emotion.**
 - While facts provide important documentation, stories change people's minds! What stories about art's impact on students would be emotionally engaging?
 - Consider what decision makers are afraid of. How can addressing their fears get "issues on the table?"
- ☐ **"So what?"** Sure arts in education matters to you...
 - Consider why it might matter to others.
 - How will you customize comments, based on their point-of-view?
 - How can you reveal the elephant in their room?
- ☐ **"What if...?"** People are more likely to change when they imagine what could be different.
 - Consider what arts in education can do to help them accomplish their goals. Paint that "what if..." story.



Next Steps

- How will these insights influence your discussion during the rest of the symposium?
- Would you implement a similar exercise when you return to your organization/community?
- What from this exercise was most helpful to you in planning your next steps?



THANK YOU

