

We believe discovering who you are is usually messy and loud.



But quiet and methodical are just fine too.







We believe that children need to make green and blue and orange art and not be bothered with learning all the names of every color.



We believe that the best way to keep a child safe is to keep a close eye AND give them the world with all its tiny bits and sharp edges.











We believe children h	ave an aesthe	tic.

We believe the look on a child's face when they are concentrated on creation is sacred.











Poll: Challenges of Offering Arts Experiences in Libraries
The Challenges of Offering These Environments in a Library Setting
The Critical Importance of Doing So Anyway: As an institution,
library has the power to reinforce or challenge the notion
of what art and creativity can be.
Library also may be some families sole access point to the arts

It took me 4 years to paint like Raphael, but a life time to paint like	
a child.	
-Pablo Picasso	
The arts are not just expressive and	
The arts are not just expressive and affective. They are deeply cognitive.	
The arts develop essential thinking tools:	
Pattern recognition and development	
Mental representations of the observed/imagined	
Symbolic and metaphorical representations Abstraction from complexity	
Cross wiring of brain areas	
Arts integration improves learning	
Studies consistently show :	
Greater emotional investment in classes Week many different and leave from each other.	
Work more diligently and learn from each otherParents become more involved	
Teachers collaborate more	
Increased cross curricular learningCurriculum becomes more authentic, hands-on	
and project-based	

Engagement with an art trains the brain to FOCUS, improving learning	
 Interest in an art form leads to sustained attention when practicing that art form. 	
 Engaging in art involves resolving conflicts among competing possible responses. 	
 The ability to resolve conflict among competing responses is also a crucial aspect of attention training. 	
 Literature Contains These Same Elements Stories Carry the Listener into a Highly Complex Cognitive Space 	
 Arts are a Perfect Medium to Express a Response Provided We Offer Quality Arts 	
Experiences (and not cookie cutter crafts)	
USA is experiencing a creativity crisis.	
We need:	
Learning that crosses subjects Learning that teaches us to pull information	
from varied brain regions to form new ideas Opportunity to practice creative activities that	
teach us to recruit the brains' creative networks quicker and better	





"Kyung Hee Kim at the College of William & Mary discovered this after analyzing almost 300,000 Torrance scores of children and adults. Kim scores of children and adults. Kim found creativity scores had been steadily rising, just like IQ scores, until 1990. Since then, creativity scores have consistently inched downward. "It's very clear, and the decrease is very significant," Kim says. It is the scores of younger children in America.—from kindergarten through sixth

The potential consequences are sweeping. The necessity of human ingenuity is undisputed. A recent IBM poll of 1,500 CEOs identified creativity the future.

IMPLICATIONS

The results indicate creative thinking is declining over The results indeate creative limitaring is declining over time, among Americans of all ages, especially its fuller-garten through third grade. The decline is steady and persistent, from 1990 to present, and ranges across the various components tested by the TTCT. The decline begins in young children, which is especially concerning as it stituts abilities which are supposed to masture over a lifetime.

as it sturts abilities which are supposed to mature over a lifetime. The identease of creative thinking for younger children probably arises at bome rather than in schools, because kindergarteners and first graders tend to be inflarened more by home than school or possibly both environments contribute to the effect. Regardless, something changed or has been changing to recall in the decline of creative thinking in the United States over time, especially affecting younger children. Fifters to encourage creativity should begin in preschool or before. Harrington, Block, and Block's (1987) longitudinal study found children whose parent provided psychologian's sately and freedom developed creative potential in adolescence more fully than other children, seven to II years after implementing Rejert's preschool child-treating practices. Regers (1954) based those practices on three timenal psychological active and those practices on three timenal psychological active.

THE DECREASE IN CREATIVE THINKING 295

THE DECREASE IN CREATIVE HUNKING 289

Idelective abstruction, along is insufficient for generating creativity (Arlin, 1977). Problem, finding is necessary for generating new ideas (Arlin, 1977). Getzels & Calicentumlikyl, 1976) and provides a starting point or creative products (Chand & Runco, 1992. Creativity is motivated by problem finding. Runco and Okada, 1998) found adulescents provide more creative responses to their self-generated problems than to presented problems. Schools and homes need to encourage and teach problem finding, miscal of just providing problems to students is suite. If the destine of creative thinking is to be presented.

Abo lost in the runch to provide ever more stimuli and apportunities in children as time for a adults to ilisten the provide exceptive, accepting, and engaged psychological support to encourage creativity. A child needs meaning-till interactions and collaborations to be creative (Plaget, 1901). Applied Septiment of the creative properties and serious seport, collaborations to be creative (Plaget, 1901). Septiment of the creative properties and serious apport to enchange creativity, and provide opportunities for students to develop teamwork, skill opportunities for students to develop teamwork skill opportunities for students to develop teamwork skill opportunities for students to

"Instructions for living a life. Pay attention.	
Be astonished. Tell about it."	
- Mary Oliver	

Think of setting up an art experience in the same way you would think of setting up a science experiment.

Encourage tinkering. Invite inventiveness.









Embrace the broadest definition of art and creativity.



















Art is a form of self expression.

Art experiences should not invite sameness.
Art should not require an instruction sheet.
Art should not have a deadline.
Art should encourage creativity not conformity.





































It has bothered me all my life that I do not paint like everybody else. -Henri Matisse	
Art is not a team sport. Most often, artistic creation is solitary. Group art WILL leave some kids feeling rushed and compared.	









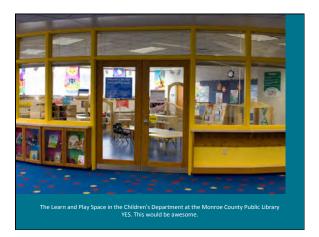




Poll: Who Gets to Make the Decisions About Arts Programming in Your Library?	
a) The administrators for the library system in our area b) The administrators of our individual library	
 c) Contract artists and teachers d) The library staff that work with most directly and most often with the children 	
e) Others not listed here	
	•
Challenges for Integrating the Arts into Your Library: Finding a Space for Creativity and Art	
rinaing a space (or circuitity and rint	
	1
If you want to bring people into your branch, creating a space to DO art is	

This material has been created for the Infopeople Project [infopeople.org], and has been supported in part by the U.S. Institute of Museum and Library Services under the provisions of the Library Services and Technology Act, administered in California by the State Librarian. This material is licensed under a Creative Commons 3.0 Share & Share-Alike license. Use of this material should credit the author and funding source.

Hang art on your walls, but fill your rooms and floor space with a space for community interaction and creativity.



But absolutely not mandatory. In fact, the \$50,000+ to build that could	d buy a LOT of cool art supplies.
	A room, a few tables and a stash of tarps will get you VERY far. Don't have a room? A 12 by 12 foot square of open floor with a tarp on it and a few card tables can become a magical space.

Challenges for Integrating the Arts into Your Library:
Finding a Time/Attracting Families

Lessons Learned:	
Kids and caregivers want to build a relationship with a teacher, librarian or artist.	
	-
	-
Lessons Learned:	
Kids and caregivers want to build a relationship with a teacher, librarian or artist.	
Kids and caregivers want to build a relationship with one another.	
	-
	-
Lorrong Lorrond	
Lessons Learned:	
Kids and caregivers want to build a relationship with a teacher, librarian or artist.	
Kids and caregivers want to build a relationship with one another.	
A series offered in a consistent time for a long duration (6 months at least) will do much	
better than a short term series or one time event.	

Lessons Learned: • Kids and caregivers want to build a relationship with a teacher, librarian or artist.	
Kids and caregivers want to build a relationship with a teacher, nor an artist. Kids and caregivers want to build a relationship with one another.	
A series offered in a consistent time for a long duration (6 months at least) will do much	
better than a short term series or one time event.	
 Caregivers are more concerned with age range than topic. A class titled "Baby and Me" or "Toddler Time" will do better than a class titled "Storybook Art (0 to 3)" 	
Challenges for Integrating the Arts into Your Library:	
Themes	
	1
The Problem with Themes:	
Forces library staff to put theme before art	
experiences. • Inspires a bunch of one time events/workshops	
that don't build a library community .	
 They tend to be driven by a short term grant. This leads to a burst of funding that results in 	
short term planning of Summer events and Big Reads instead of the long term planning that	
makes a library a community hub.	
 Results in high pay for contract artists instead of developing your existing and invested library 	
staff.	-

Creating a Meaningful Art Space in Any Library	
"Why do you try to understand art? Do you try to understand the song of a bird?" Pablo Picasso	
Offer a range of supplies. Include "adult" art supplies. Offer supplies that artists work with.	



Artists don't use these supplies so why do we give them to children?

Foam Sheets
Glitter
Art Kits
Precut felt
Paper Plates
Stickers
Rubber Stamps
Precut Paper Shapes
Construction Paper

Great Art Supplies for Kids

Paint: Watercolor, Acrylic, Tempera
Good Crayons: Stick and Block
Good Chalk
Clay
Fabric
Wool Roving
Yarn
Wire
Wood
Mud
IKEA Tidbits
Mosaic Elements
Doughs
PVC Pipe and Fittings
Wood
Wood

An environment that invites creativity does not need to be well-stocked or organized.

It needs to be inviting.

It needs to tempt. It needs to beckon.



























Keep it simple. Put stuff out on a small table. Step back.

Mortar and pestle and chalk

White paper and two jars of watercolor
A block of clay
Sticks and yarn
A box top, marbles and two colors of paint
Tray of baking soda, a jar of dyed vinegar, a dropper
Paint Lab: qtips, combs, sponge, scrubs...
Burlap and yarn with plastic needles

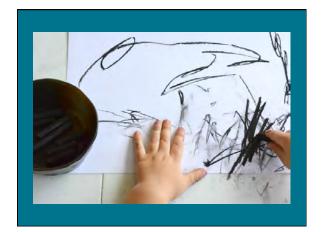
Center instruction on mediums not look-alike crafts.	















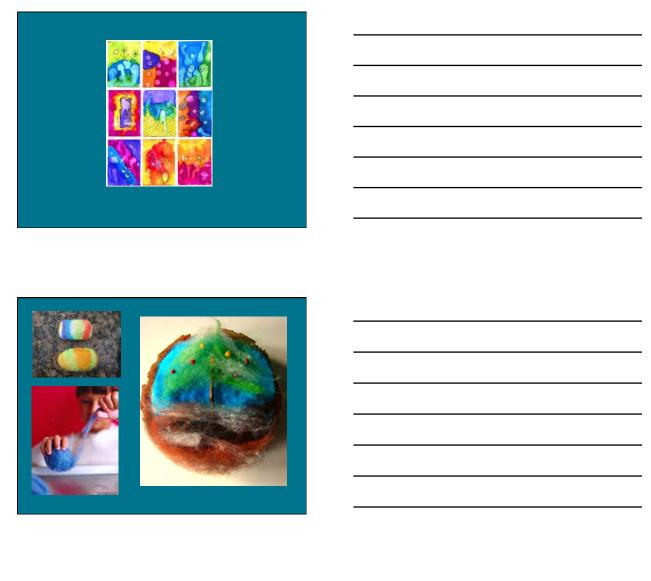




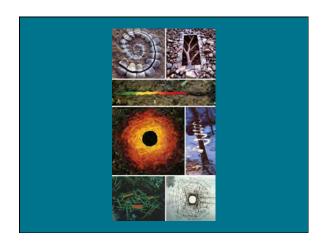
















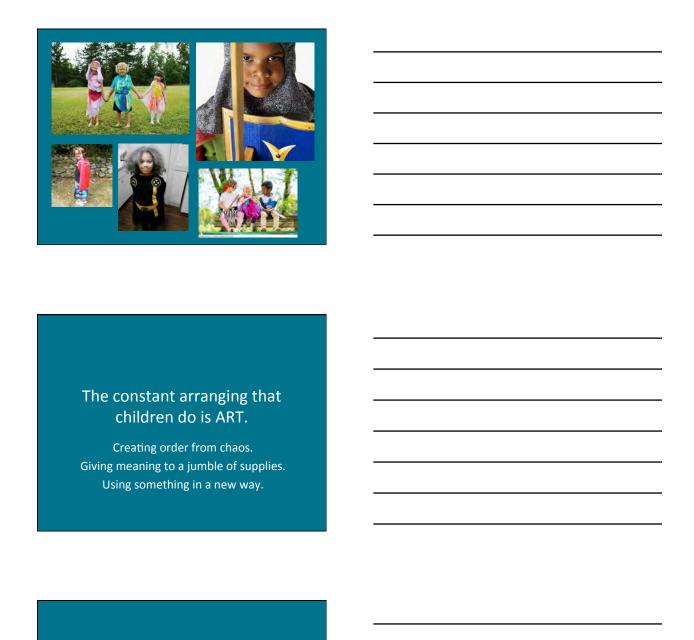






Expand your definition of what art is.	

Creative Spaces and Family Engagement in Libraries



Let the children lead.

Let them have weird ideas. Let them follow inspirations. Let them chase crazy notions.













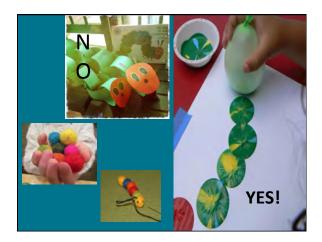




Creative Spaces and Family Engagement in Libraries

Survey: What changes to your space or routines would be an affordable and	
simple way to integrate more arts programming? a) Dedicate a space to art	
b) Dedicate budget to weekly sessions rather than one time event c) Set up an arts supply cabinet that story time leaders can access	
d) Start a pinterest board for library staff to gather ideas e) Dedicate an hour a week to arts programming for one age group	
f) Uplift quality of arts and crafts that children engage in at library events or workshops	
	-
and the second of the second	
When my daughter was about seven years	
old, she asked me one day what I did at	
work. I told her I worked at the college-	
that my job was to teach people how to	
draw. She stared back at me, incredulous, and said, "You mean they forget?"	
-Howard Ikemoto	
-nowara ikemoto	
5 Children's Books and Connected Arts:	
Days the Potter - Clay Work	
Dave the Potter + Clay Work	
Hungry Caterpillar + Balloon Art	
Chicken Sunday + Hats	
When Sophie Gets Angry + Calm Down Jars or Anger Art	
Tom Sawyer + Fence Board Art	











Profile of a Great Library Arts Space: Crete Library Art Studio

Creative Spaces and Family Engagement in Libraries

Crete library offers youth art exploration October 14, 2013 12:00 am • Southe Times CRETE The Crete Public Library's Art Studio explores different art mediums and lets participants make unique works of art to take home. Recently the group's project was to paint patterns on small tree branches and a second project was painting patterns on canvas. Each participant chose his tree branch, colors and patterns to make an exclusive art piece to take home. The canvas paintings will be completed this month and displayed on the second floor for the community to view.	
Process oriented art projects @ Lisle Library The Youth Services Department at Lisle Library District (in Lisle, IL) focuses on process oriented art in our programs. It's about the process, not the product! Great art projects for toddlers and preschoolers.	
http://www.pinterest.com/lislelibrary/process-	
oriented-art-projects-lisle-library/	
Profile of Powerful Arts Programs	
Centered in Libraries: NY Library Partnership	

- A #104	
Untown 'Project Art' program turns New York Public Libaries into studios for young students uptown	
Adarsh Alphons seeks to remedy gap in art education in schools, shortage of youth programming in libraries. Program offers classes at Hamilton Grange branch with plans for	
large-scale expansion. BY Laignee Barron	
NEW YORK DAILY NEWS	
Friday, July 19, 2013, 9:24 PM	
Read more: http://www.nydailynews.com/new-york/uptown/artist-bold-stroke-inspiration-	
article-1.1404105#ixzz33WbcvvaG	
	1
One enterprising artist is painting over two public funding crises in one stroke. Adarsh Alphons wants to remedy the gap in art classes and public education, while	
simultaneously helping to restore youth programming to libraries, where budget cuts have eliminated thousands of hours of programming.	
Alphons' organization, Project Art, is turning the library into a studio where low-income uptowners ages 5 to 18 learn to prime a canvas, mix a color palette and sculpt a masterpiece.	
Project Art temporarily moved to the Hamilton Grange Library last fall when its former	
studios became a liability with leaking bathrooms and faulty sinks. "We urgently needed space, and libraries are unable to provide as much programming as	
they used to," Alphons said. A libary spokeswoman called the partnership a "win-win situation" that works to the benefit	
of Harlem residents. "The New York Public Library has experienced budget cuts over the past five years, which has	
made it difficult for the staff to offer the same types of programs they have offered in the past," said Amy Geduldig, the organization's public relations manager. "Programs like	
ProjectArt help provide us with programs and resources that are important to the people we	
serve." Alphons, 30, plans to expand the program to other branches in Harlem, including Countee	
Cullen.	
Read more: http://www.nydailynews.com/new-york/uptown/artist-bold-stroke-inspiration-	
article-1.1404105#ixzz33WbvmWAU	
The Problem: The Void	
The arts opportunity gap is widest for children in high-poverty schools. This is absolutely an equity	
issue and a civil rights issue-just as is access to AP courses and other educational opportunities. LIBRARIES	
Nearly four million elementary school students do not get any visual arts instruction at school	
during their formative learning years.	
The Solution:	
Public Libraries Partnership ProjectArt collaborates with public	
institutions (libraries) that are strategically located to bring access to	
arts directly to underserved communities. This is particularly	
effective for communities on the lower socioeconomic scale.	

Creative Spaces and Family Engagement in Libraries

Chat: What are some great activities	
or programs you have seen?	
Excellent Internet Resources for Art Inspiration: Pinterest: Search Process Art	
Teacher Tom Red Ted Art	
Play at Home Mom Magic Onions	
Artful Parent Tinkerlab Make Zine and the Makers Movement	
Child's Play Music Bev Bos	
Project Art (New York Library Project)	
	1
Contact Information: Bridget Alexander Executive Director of Waking the Village	
bridge(@wakingthevillage.org www.artbeaststudio.com	
www.artoeaststudio.com www.littlehousesfestival.com www.wakingthevillage.org	

