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Pairing Affective Skills with Art Making

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Pairing Affective Skills with Art Making

A Project
in Creative Studies
by
Tiana N. Thompson

Submitted in Partial Fulfillment
of the Requirements
for the Degree of
Master of Science

May 2013
ABSTRACT OF PROJECT

Pairing Affective Skills with Art Making

This purpose of this project is to explore the parallel of creative thinking and the development of art making with the use of affective skills of creative problem solving. Affective skills all provide an emotional or behavioral skill that influence creative thinking in the art making process. Emotions set the foundation to creative ideas and concepts. Art is an experimental process that allows me the chance to visually interpret those emotions and to provide inner peace and comfort within. The finished product is a book that gives a detailed overview of affective skills that are used to introduce my artwork.

Key words: Art, creative thinking, risk taking, creative problem solving, fine arts, artist

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Dates of Approval:

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Project Advisor: J. Michael Fox

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Candidate: Tiana N. Thompson
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**Section One: Project Background**

The purpose of this project is to explore the parallel of creative thinking and the development of art making with the use of affective skills. Affective skills are the driving force to creativity. Affective skills encourage our cognitive and behavior skills in the creative thinking process. Examples of affective skills that I have provided in this project include: Mindfulness, Fluency, Tolerance for Ambiguity, Avoiding Premature Closure, Elaboration, Dreaming, Flexibility, Playfulness, Originality, Openness to Novelty, Sensing Gaps, Sensitivity to Environment, Tolerance for Taking Risks, and Tolerance for Complexity. I have chosen to relate these skills to my art making provided in my book called “Visually Paired Through Creativity” and can be purchased on www.blurb.com. Excerpts from my book can be found in appendices A and B.

As a child I remember always being curious with creating art and exploring the process. The creative process begins while exploring and experimenting with materials and various media. Children are often curious and look to explore the world around them. According to Isbell and Raines (2007), “In the beginning stages of human life, most children are intrigued by the creation than the product” (p. 119). Children during this stage tend to enjoy the experimentation and participating in being creative. For example, when children first use art materials they often observe how others are using them (Isbell & Raines, 2007, p. 120). Art making has always been my outlet to freedom from the real world into a visual world of imagination. I have always been quite shy and introverted and art making has always been my way of letting my voice be heard. Since childhood I have always chosen to explore with creative thinking and developing works of art.
Rationale for the Project

Because I am very creative, I like to think outside norm for the unknown concepts that are unique and innovative. I have always felt comfortable with exploring my imagination because it has allowed me to step into a world with no boundaries. Exploring is about finding what works and what doesn’t when working on a task. Creativity during this stage allows for me to make mistakes. When I am working on a particular concept, I work best alone and in a relaxed atmosphere. A quiet area is the best place I can nurture an idea. My train of thought is focused when I have my own creative space. I spend most of my down time alone, usually at the gym, park, shopping malls, or in my bedroom. I am at my best when I am alone because it allows my emotions to come into play as they may connect with a concept that I may have at the moment. I usually keep a journal or sketchpad to keep a record of my thoughts and concepts as I develop them. There are times when my emotions may get the best of me and they alter my way of thinking. Because I can be emotional at times, it can be difficult to carry a concept all the way through to a successful outcome. If I am making a decision on a particular task I often go with my intuition to make the decision. According to Frydenberg (2012), “It is apparent that art provides the foundation of human experience that is combined with logical processing and thinking such as: imagination, creativity, empathy, and commitment” (p. 62). My emotions are the strongest source in my art making process. Affective skills influence my emotions, behavioral and cognitive skills in creativity. According to Lawrence (2008), “Emotional reactions from watching a film to listening to music can be viewed as opportunities to gain greater insight into our inner being that can influence our creative thinking” (p. 70). Art is an experimental process that allows me the
chance to visually interpret those emotions and to provide inner peace and comfort within. Great art is interpreted by expressing emotion, imagining, and taking risks. This begins with the artist interpreting his or her expressions on canvas (Jordan & Mandell, 2010, p. 72).

**Section Two: Defining Affective Skills**

**Getting Started: Creative Problem Solving**

My first step in this project was to collect a series of artwork that I completed over the years and translate them into the affective skills of creativity. I was able to gather artwork from elementary school to recent graduate course work and incorporate them into a visual journal. The final product is a book called “Visually Paired Through Creativity”. This book showcases my artwork that has triggered an affective skill to start the creative process. In Puccio et al. (2011, p. 73), affective skills are as follows: Avoiding Premature Closure, Dreaming, Elaboration, Flexibility, Mindfulness, Openness to Novelty, Originality, Playfulness, Sensing Gaps, Sensitivity to Environment, Tolerance for Ambiguity, and Tolerance for Complexity. These affective skills all provide an emotional or behavioral skill that have influenced my way of creative thinking in my art making.

My main goal when developing a work of art is to create a novel idea with an anticipation of a successful outcome. As an artist it is up to me to know when a project is completed or not. It is valuable as an artist to listen to my inner voice and what I want to represent. Sometimes this process is not easy. There are times that I may brainstorm with several ideas in progress with the intention on converging on one idea to implement into a plan of action. Sometimes I may carry that idea through to formulating a solution only to restart the process due to my quick decision choices. At this point in the CPS process
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is where affective skills play a key role on what is next to come in my art making process.

Components of Divergent Thinking: Fluency, Flexibility, Originality, and Elaboration

Affective skills are the driving force to creativity. In divergent thinking it is important to expand your mind to many alternatives for a possible solution. Flexibility, elaboration, fluency, and originality are all components of divergent thinking. According to Puccio et al., (2011), “Flexibility, elaboration, and fluency improves your ability to think in inventive possibilities, which is often required in order to grasp a dilemma” (p.60). These skills allow for experimentation of seeking wild and usual ideas and with endless possibilities. In Davis (2004) The Torrance Test of Creative Thinking (TTCT, Torrance, 1974) is one of the most commonly used measures that examine both verbal and non-verbal tasks of behavioral and cognitive skills. Torrance evaluated eighteen characteristics that included assessment of divergent thinking of fluency, elaboration, originality, and flexibility (Davis, 2004, p. 252).

Affective Skills

Affective Skill: Fluency

In Puccio et al., (2011), “Fluency is a skill that allows for unlimited amount of ideas to use and incorporate into an open-ended problem” (p. 60). During my art making process, this skill provides the opportunity to develop as many ideas as possible without making any permanent decisions. This skill allows for me to be as flexible and open-minded as
possible when creating a new concept to incorporate in my artwork. I enjoy the freedom of this skill to experiment with themes, colors, shapes, and mixed media.

**Affective Skill: Flexibility**

Flexibility guarantees the idea of being open-minded with the possibility of stepping out of my comfort zone. Being open-minded to the various possibilities of the end result of my artwork can feel awkward yet rewarding. In order to achieve this skill in my work I have to allow myself to let the art speak for itself. Flexibility also allows for mistakes to be made in the process. Mistakes can turn a negative decision into a positive outcome.

**Affective Skill: Elaboration**

Elaboration is the skill to fill in the details of existing ideas or concepts to prepare for possible implementation. This way of thinking allows for expanding of the ideas that are already present. Elaboration can be a very valuable resource in my art making process. Although I rarely find it necessary to be elaborate in my artwork at times, it can be useful in my decision-making. See appendix A for further review on elaboration.

**Affective Skill: Originality**

Originality is all about trying to create something novel or new. When I am developing concepts or ideas to create my artwork I tend to gear towards an original idea for a possible solution. This skill can at times be difficult to accomplish but the determination is a valuable asset to have when acquiring this skill. I have succeeded in being original in many of my art pieces by thoroughly researching concepts and ideas that
are already in existence. There has been instances that I have come up with and idea or concept only to find that my idea has already been developed from another resource. It is important to be mindful of what is trending in society, as it can be influential in original ideas or concepts. I have learned to gain enough confidence in my abilities as artist overtime in order to make my ideas my own.

**Affective Skill: Dreaming**

Dreaming is the ability to imagine all the desires and positive outcomes that you would like to happen in your life. This skill helps to seek out all the possible outcomes of your inner most desires of your future. This type of thinking is unlimited with no boundaries only if you allow them. Any type of dream can be achieved big or small within this skill. Carl Jung was a well-known scholar who was completely fascinated with the study of the psyche and the true meaning behind the conscious and unconscious mind. He felt that a dream usually means what is interpreted to be. He considered dream images to be symbols for the unknown psyche (Mattoon, 1981, p. 248). He argued that the main source of a dream is not important. What is important is the image that the dreamer sees and the true psychic meaning the image has for the dreamer.

I have been able to capture the essence of dreaming in many pieces of my art projects by allowing myself to be free from reality and transferring my thoughts in visual form. For example, a drawing that I named “Butterflies” is a representation of a dream that I had about my future. This drawing is a self-portrait of me inside a glass jar with the lid slightly open. I am positioned in this jar standing with my hand reaching the top on the
verge of freedom. My dream represents freedom to find my destiny and desires on what is yet to come for my future.

**Affective Skill: Sensing Gaps**

Sensing gaps is a skill of all the differences that are present in the problem. According to Puccio et al., (2012), “This skill helps you to see hurdles that may come along the way as you work towards your goal” (Creativity Rising, n.p.). Encountering this skill in my artwork has always been quite the challenge yet fulfilling. For example, when I am preparing for a tedious project that mainly focuses on intricate details to make the work successful I am usually aware of the steps needed to make my work complete. It is essential to allow myself an incubation period throughout the process in order to reach my goal. This skill can become frustrating and difficult to vision the end result if the proper steps are not made.

**Affective Skill: Avoiding Premature Closure**

Avoiding premature closure is to resist pressuring yourself from making a decision too soon. It can be very tempting to rely on the first idea that comes to mind to resolve an issue in any given situation. I have experienced this dilemma many times with the intention of implementing the solution too quickly. Because I am categorized as a high implementer in the FourSight personality type (Puccio, 2002), I tend to thrive on making a plan of action. When I am creating art, I am usually persistent in implementing my initial idea or concept. This can sometimes create frustration and cause setbacks if my idea or concept fails. Making a decision too soon can also lead to emotions that were
influential in my original concept to fail in the process. I may start off with the intention of expressing a strong emotion of anxiety or frustration in a painting or drawing, only to leave the project unfinished. I have learned along the way to value my ideas as they emerge and use them to my advantage to incorporate in my art.

Affective Skill: Sensitivity to Environment

Being sensitive to one’s environment requires acknowledging of the surroundings that may be influential to the decision making process. My initial thoughts that may come across of how a particular environment is perceived may be very influential in how a decision can be made. I have had the pleasure of experiencing several types of environments that have triggered ideas that I have developed over time. My leisure time that I spend at a park, walking through my neighborhood, and working with my students at school have all played an essential role in my ideas. Sometimes I will incorporate a visual replica of my environment into my artwork that allows for other ideas to develop within the process.

Affective Skill: Tolerance for Taking Risks

Tolerance for taking risks is being able to take a leap into the unknown with the chance of failure occurring. This is a skill that I have often struggled with to avoid failing at a task. I found myself conflicted with playing it safe versus taking a leap forward without knowing where it may eventually lead to. Playing it safe doesn’t always result in a successful outcome. It may also lead to failure just as quickly if the decision is made with too much thought. I have failed with staying within my comfort zone in my art
making because I relied on how the public would critique my work instead of just letting my emotions speak for itself in my art. Although emotions play an essential role in my art making, I have always felt reserved in replicating it to the full extent in my work. It is important that I value my own creativity to experiment with new and novel ideas. According to Hadden (1999), “By being opposed to trying new things and taking a risk, you shut down opportunities for change and growth” (p. 130).

**Affective Skill: Tolerance for Complexity**

Tolerance for complexity is a skill that forces you to not be overwhelmed when faced with complex situations. Initial negativity before making a decision within this skill can cause inability to engage in the process for completion (Puccio, 2011, p. 64). I have been overwhelmed on many occasions when faced with a dilemma in my art making. There are times I may need to take a break from the challenge to re-group myself in order to continue with the process. It is important to allow time for “incubation” to prepare the hurdles up ahead. Complex situations can often be critical due to initial negative reactions to the challenge. I may start with a project without knowing that it is too complex. My objective when faced with this challenge is to work in increments until the project is completed. For example, I worked on a previous project where I had to draw a life size replica of the Eiffel Tower. Due to its precise structuring I couldn’t just draw free hand. I had to rely on a ruler for measuring and straight lines. Although the project was a tedious challenge I was able to complete it with a successful finished product.
**Affective Skill: Tolerance for Ambiguity**

This skill allows one to handle uncertainty with limited information effectively without jumping to conclusions too quickly (Puccio et al., 2011 p. 64). When faced with this challenge in my art making I have to compensate for the limited amount of information that is provided in order to complete the task. In order to compensate, the medium that I use to develop the artwork is the foundation to gain information. By experimenting with the medium, whether it is paint, markers, pens, or pencils, it is when the discovery of a new idea or concept may emerge from the challenge. By allowing myself to enjoy the process of creating art without being overwhelmed makes for unlimited possibilities.

**Affective Skill: Playfulness**

Playfulness is the skill that allows for tinkering with ideas or concepts. This skill allows me to resort to my childhood of experimenting without the need to resort to a plan of action. It is important to allow time for playfulness in any given situation. Sometimes my daily activities can be overwhelming at times and a break is needed. Playfulness is the freedom that we all need to move away from our regular routine. It pushes us to resort back to our childhood by enabling the idea of experimenting with various ideas and concepts. This particular skill is most useful when it pertains to my artistic endeavors. I enjoy playing with the variety of mediums to experiment with when developing art. I enjoy being involved with the movement of the mediums, experimenting with the textures, and playing with the light and dark contrasts.
Affective Skill: Mindfulness

Mindfulness is a self-awareness skill that allows for emotional feelings to merge with a present situation. This skill can have a major impact on the creative process in art. Situations that have triggered my creative thinking include: the death of a family member, soul searching, and discovering peace and serenity. These life-changing experiences have all influenced my emotions to come into play during my art making process. At times it can be difficult to follow through with a project due to the intensity of my emotions. During this time is when it is essential to welcome break time in between the development stage to prevent resisting to premature closure. The final outcome in an art project within this skill can result in visually replicating those emotions within the art itself. For example, a painting that I developed called “Fish Bowl Life” is a visual interpretation of myself submerged in a fish tank. During the development stage of this painting I was in a state of depression due to my grandmother’s passing. This painting represents loneliness, sadness, and seclusion from the real world. Being able incorporate my emotions into my artwork during this difficult time in my life has given the courage to express my feelings more openly. See appendix B for more information on mindfulness.

Openness to Novelty

Openness to novelty is about being open-minded to trying something new or unique in the creative process. It is important to value being open to novelty because extravagant ideas that surface can be transitioned into the finished product. Because I have always stayed within my comfort zone when developing art, unique ideas that would surface
would be put on reserve due to my hesitation to incorporate in my work. Over time I have learned to use my ideas as they have encouraged ability to strengthen my artistic endeavors.

Section Three: Process Plan

Introduction

The affective skills that I provided in this project are paired with selected art pieces that are presented in a book form. The detailed description of my project is described below.

Stages and Steps of Project

I gathered several art and design work that I developed from my elementary school years to the present. Some were the original works and some were pictures of works that I have done over years. The starting point of this project was to clarify my main focus for presenting my artwork. My intention was to create a visual journal of my artistic journey throughout the years with relation to creative thinking. How might I be able to accomplish this goal for self-gratification as well as a learning experience for others? I began to incubate on my experiences as an artist. I realized that my emotions set the foundation when I am creating art. Art has always been therapeutic in the sense that I am able to visually express my anxieties, fears, happiness, dreams and desires. I began to research the various aspects of creativity to relate to my artwork. I felt affective skills in creativity was the best choice to use in relation to my art as its main focus consists cognitive and behavioral skills.
When I began gather my artwork from previous years I remembered most of the development stages in my artistic process. Being able to pair each piece with affective skills was both therapeutic as a self-gratifying learning experience. I was able to see how I had grown personally as well as artistically on my journey. Some visual art pieces gave me a sense of peace and serenity due to its content and what I initially remembered how I developed the projects.

When I began to edit my pictures with additional excerpts to include with each became a very difficult task. Because I was fairly new with using the templates that were required to use in order to create the book, I became quite frustrated with the process. As I experimented with color coordinating my pictures with the background page colors I was able to continue with the process with ease. When I began to add the excerpts for each piece of my artwork is when the struggle began to build again. I eventually felt content with the selected labels to describe each picture in regard to the affective skills that I chose to incorporate. I spent most of my time with this particular stage in the process. I had to consistently check for mistakes before I made the decision to publish the book in its entirety. I often received help from family members and co-workers to help edit my project as well.

After approximately two months in the development stages of this project I felt I had finally reached the point of completion of grouping the text excerpts to match with each piece of artwork, arrangement of book, and color coordination of pages.

The last stage in developing this project I spent brainstorming on titles for my book. This became quite frustrating because my intention was to create a title that was catchy for the reader as well as to complement the book’s purpose. I had names such as: “The
Journey of a Creative Artist”, “Walking a Mile in a Creative Artist’s Shoes”, and “Artistic Interpretations of an Emerging Artist”. None of these particular names I was completely sold on to make permanent. As I began to research different words in the dictionary I stumbled on the term “visually impaired”. Visually impaired means the loss of vision or visual impairment. Because my main focus is to visually stimulate my readers through my art and also pairing each work with affective skills I juggled with the word impaired by dropping the “im” and formed the term “visually paired”, which lead to “Visually Paired Through Creativity”. Using the term “visually paired” provides two meanings. First it represents the pairing of affective skills and art making. The second meaning is visualizing with two eyes, “visual stimulation” and comparing what you see through your emotions.

Section Four: Outcomes

The outcome of this project is a self-published book called “Visually Paired Through Creativity”. The purpose of the book is to visually pair affective skills in creative thinking with my art. The book visually introduces my artwork with recognition of the affective skills used for each individual piece of art. The book is available for purchase in two forms: hardcover book with dust jacket, and digital (eBook) form. Both versions are available for purchase on www.blurb.com.

Visually Paired Through Creativity Book

The book is a standard landscape 10x8 inch in size. It is a hardcover with a dust jacket cover attachment. The dust jack front and back flaps include a biography of the
author; Tiana Thompson. The book is 20 pages in length including an introduction, acknowledgements, works of art with excerpt attachments, and definitions of affective skills located at the end of the book. Examples of excerpts from this book is included in appendix A and B. Each page is made with premium lustre (hint of gloss) quality paper.

Each piece of artwork that I selected to provide in the book each has description of affective skills used to develop a particular work of art. There is a page that I contributed to one piece of art that I chose to show in a collage without text. I also provided a separate page that consists of nine various art pieces that I also chose to let stand alone with no text provided. My intention is to provide a variety of themes for each page to give the reader various visual stimulations. This book represents my personality: full of bright colors on each page to coordinate with the pictures that I provided throughout the book. My artwork includes themes such as: a fruit basket; valentines day craft; 3-D chairs; self-portraits; a jackrabbit; sports themes; a rainbow; a rainforest; and creative problem solving tools art & crafts activities conducted with students with developmental disabilities. Each piece of work was developed with various types of media such as: acrylic paint, markers, aluminum foil, yarn, construction paper, compact discs, charcoal, canvas, glue, tape, pen, pencil, eraser, and modeling clay. Every work of art that I provide in my book has an affective skill that represents the development of that art piece. For example, the first initial craft that is displayed in the beginning of the book is a “Mom and Dad Note”. I described this craft to represent both mindfulness and playfulness. I chose two affective skills to describe this craft because I remembered feeling a sense of hope and positivity and being inquisitive during my childhood years. This craft represents my beginning stages of experimental art making abilities. The objective of this project is
to relate my artistic journey to affective skills of creativity. My goal is to allow the reader to understand my personal developments behind each of my art pieces. My main goal in developing this book is to provide self-gratification by stepping out of my comfort zone as an artist and a person who has struggled to find a voice in the world.

Section 5: Key Learnings

In order to be creative, one must be confident, secure, and most importantly, find happiness within one’s inner being. Before entering to the Creative Studies program I was very shy, reserved, and unsure of my capabilities. Fast forward to the present and I have grown into my own: confident, secure, with full potential. This project allowed me to take risks, find my voice and display my artwork for the public to view. I was very pleased with the end result of my book and its format. Although there were many roadblocks during this project I enjoyed the process in its entirety. My key learnings are below.

Stepping Out of My Comfort Zone

This by far was the most difficult challenge for me to overcome. I have always been introverted and this project challenged my abilities to take risks in both my artwork and personality traits. Some of the art pieces that I have displayed in my book are very emotional yet self-fulfilling to release for public display. I struggled with these particular pieces in the making because they were developed during a painful time in my life. It was a difficult decision to incorporate some of these personal pieces into my book because I was afraid of showing my deepest inner thoughts. Art is therapeutic. It is a visual journal
of what I am really thinking. Do I want the world to understand me? Sometimes I feel as though no one does understand me because I am such an introvert. Maybe this is my chance to finally have a voice and to let my voice be heard.

**Establishing Self-Confidence**

I always had my fair share of insecurities. A girl growing into a woman is always a struggle to find inner peace and serenity within. At one point in my life I was unsure on my future and I looked to various outlets to gain confidence and security within myself. It was when I entered into the Creative Studies program that my life took a turn for the better. Being a Creative Studies student I been able to observe and relate to my peers in the classroom. It was when I entered into the program I felt at home. Everyone that I met along the way had similar insecurities and was searching for an outlet. The tools that I learned throughout my journey have given me so much to look forward to for my future.

**Affective Skills are Important**

When I began to research what skill set I was going to use to relate to my artwork I recalled using affective skills as a project assignment in a previous creative studies course I had taken. Affective skills are the driving force to creativity. Affective skills influence our emotions, cognitive skills, and behavior skills. Affective skills provide the resource to create positive change (Thompson, 2013). Without the use of affective skills, my artwork would have no true meaning behind them. They would serve no purpose other than just representing a “pretty picture”. Art is not just about replicating what I see but convincing others to see what I envision. To be able to tap into affective skills and relate them to my
artistic endeavors was therapeutic and self-gratifying. Affective skills are skills that I have always used and during the production of this project is where I was able to reflect on each skill true meaning.

**Creative Problem Solving**

My failure to complete tasks, whether it was a simple problem to an artistic concept that I started, became a frustrating pattern of unsuccessful outcomes. This pattern became quite difficult to handle and I needed to find a workable solution. Because I am classified as a high implementer, my main focus is always rush to a plan of action. I thrive on making things happen. I realized when learning about the CPS process, my weakness has always been incubation mode. This is the time where it is the most critical to play with a variety of possibilities. Making a commitment on a decision too soon can cause other powerful ideas to be undiscovered (Puccio, 2002, p. 11).

**Section 6: Conclusion**

**Establishing my Career Goals**

As a Creative Student for two and a half years at Buffalo State College, I have been able to turn my weaknesses into strengths, strengthen my abilities that I already have, and gained sense of awareness in my personality and career endeavors. My goal when first entering graduate school was to find confidence and search a path in my career goals that fulfilled my dreams and desires. After completing undergraduate college with a degree in art I was unsuccessful in finding a career that matched my artistic talents. For the past 10 years I have been working in the Special Education field as a Teacher’s Assistant. I
worked with children with multiple disabilities such as: Autism, Mental Retardation, ADHD, Cerebral Palsy and many others. Since working as an Assistant I have had the pleasure of guiding, nurturing, and being a positive influence for children with developmental disabilities. Most of my students have come from broken homes, group homes or extended families that don’t give them the nurture and guidance that they need. It is my goal each day to make my students happy, giving them the proper guidance and attention they don’t often get at home. I have been able to share my creative talents with my students over the years as it provides them with great joy and happiness within their learning process. I am able to give them the chance to challenge their skills and have a voice using their artistic abilities. The challenges that I have struggled with over the years and have overcome I would like for my students to have those same opportunities. Being able to give back to others from the same guidance that has been given to me is a fulfilling reward in itself. I enjoy seeing them experimenting with their strengths while encouraging their problem solving skills. This encouraged the idea of pursuing a career in Art Therapy. I realized that I have always had an admiration for art although I didn’t practice my skills as often as I should. Art therapy is the perfect blend of guiding others through their emotions as well as experimenting with artistic concepts and ideas without using judgment.

**Finding My Voice**

Finding my voice has always been quite the struggle. This has been a lifelong journey that I feel still needs work, but I feel confident in acknowledging that I am a changed person. As I went from course to course in the Creative Studies program, I started to learn
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a lot about myself. I finally started to realize what I wanted in life. I started to vision my true passion. I learned that it is ok to make mistakes, take risks, and letting my voice be heard. The creative studies program has given me the courage to stand up for what I believe in, not being a afraid to challenge myself, and being comfortable in my own skin. I have learned that creativity is has given me a sense of peace within myself to understand that life is what you make it. Make due with what I have and find happiness in my inner being. Creativity starts within, understanding my inner being, doing things that make me happy that encourages my creativity. Without getting the understanding of what my inner being is, I am not able to channel into the creativity process. I believe that creativity is found in everyone but there is still a part of the personality that has to be acknowledged in order to achieve the creative potential that I do have. Going above and beyond my limits to find that creative light is an essential tool in order to succeed in the creative process. The steps to understand what my inner personality can be very difficult at times, but it is also resourceful when used for various areas of interests. This project journey was informative and has allowed me to be open-minded and to challenge my innermost visions for future gain.

In order to recognize and implement affective skills in art making, it is essential to first acknowledge one’s emotions. Emotions are the central resource to an initial idea or concept in art to express our innermost desires. We all have at one time or another have tapped into our emotional well being that has influenced our decision-making. This is an important tool to be mindful of in order to incorporate into art making. During the process of acknowledging one’s emotions, affective skills are initiated while experimenting with the art making process. Because art is a therapeutic process, affective...
skills can be experimented in transition from initial thought to incorporating them into the art making process. Each affective skill requires a skill that allows for change. From taking a risk, to dealing with complex situations are all hurdles that an artist has to overcome in order to develop artwork and prepare for implementation. The goal of an artist is to visually interpret initial emotions to showcase in the art. The transformation can be quite tedious, yet self-gratifying if affective skills are used properly.
References


Communications.


Appendix A

Tiana’s Artwork/Book Cover Photo (Excerpt from self-published book “Visually Paired Through Creativity” 2013; available for purchase on www.blurb.com)

"JACKRABBIT" acrylic paint; 2001

AFFECTIVE SKILL: ELABORATION

I was encouraged to create a painting of my choice that challenged my skills as an artist. I chose to use a jackrabbit as my subject matter. I dedicated most of my time with experimenting with the color scheme of this piece. I also built my first canvas frame from scratch for this painting...It was well worth the effort!!
Appendix B


“FISHBOWL LIFE” acrylic paint; 2012

AFFECTIVE SKILL: AVOIDING PREMATURE CLOSURE/MINDFULNESS

This concept was originally started in 2009. During this time I went into a deep depression when my grandmother passed away from her battle with cancer. It was during this time that I often felt as if I were stuck in a “fishbowl” with no way of emerging back onto the land of the living. Somewhere along the way I stopped working on this project because of the emotions I was afraid to resort back to if I continued with the process. Now that I feel I am in a different place in my life I decided to finally complete this project to challenge my creative abilities as an artist and problem solving skills/affective skills.
Appendix C

A Bibliography of Further Reading


