

"USING THE CREATIVE FLUENCY"

By

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FADE IN:

INTRODUCTION

Open on the blue screen. All the accoutrement is missing. The fish, the yellow boot; none of it is there. Mr. Zenone strides into frame with a gregarious voice.

MR. ZENONE

Digital Learning students! Welcome to another month of... well, digital learning. Today, I am going to introduce you to a new skill and the next assignment. This month, you will be learning about and applying the Creative Fluency. So, let's go.

Title card flashes on the screen "Using the Creative Fluency" in large white text much like Polygon's "Unraveled" series. Jaunty music, 8-bit music plays while Mr. Zenone grooves along.

MR. ZENONE (MUSIC CUTS OUT)

Yeah, this is how the video is going to go.

CUT TO:

DESK SHOT

Everything is in place. The table, the computer, the yellow boot, the fish, it is all there. Mr. Zenone slides into frame ala "Crash Course."

MR. ZENONE

So, to get started we have to talk about the creative fluency. It is a process that helps you to take a piece of information or a message you want to present and put it into a form that is artistic and... creative.

This fluency, like any sort of process, is meant to give you a structure to solve a problem or complete a task. The goal is it will help you to do one of your assignments in a class that you have this

semester.

There are six steps to the creative fluency like (slaps the back wall) so.

The six steps represented by pictures are along the back (either on paper like "Unraveled" or superimposed using digital effects).

MR. ZENONE

You can find descriptions of these steps on the information sheet through Teams. But, let's break them down now.

The first step in the process is "Identify"

The word flashes up on the screen in white completely covering the screen like the video game "Control."

MR. ZENONE

Uhh... Ok. Anyways, the identify step is all about understanding what your task is. This is the part where you get an assignment and find out what your teacher wants from you. It is during this step where you also ask questions to better understand the criteria and see if you have the right idea.

Key thing, ask lots of questions! Find out as much information as you can for the assignment. If there is a marking rubric, read it; closely, and multiple times. Then ask questions about that. The best advice we can give, be a bit annoying with how many questions you ask.

DIRECTOR VOICE

Uhh, should we be telling students to be annoying to their teachers?

MR. ZENONE

Sure, what's going to happen?

CUT TO:

Footage of Mr. Clarke, sitting in his office, looking very stern and shaking his head.

CUT TO:

Back to Mr. Zenone who has a look of terror on his face.

MR. ZENONE

The second step in the creative fluency process is "Inspire."

Again, the words come up huge on the screen and hold. Mr. Zenone tries to look around them to no avail.

MR. ZENONE

The Inspire step is all about researching what your project can look like with the form that you have to work in.

Let's take an example: your Social Studies teacher asks you to make an infographic. You think you know what that could mean, but honestly you don't know how to do it.

This is where the inspire step comes in; Google is your best friend. You need to search out as many examples of an infographic as you can. Save them, so you can use them in the step.

But, you can also expand your research into some more specific parts of the infographic; what kind of headers should I use? For this one section, you could look at how different types of media use headers to get inspiration for you own assignment. The more outside the box you think, the more unique your final project can be.

Another logo treatment, a giant "Interpolate" flashes on the screen.

MR. ZENONE

The next part of the process, "Interpolate" is just a fancy way of saying "Compare and Contrast." In this step, you take every example that you found in the Inspire stage and see how they are the same and different. Think of it like connecting the dots or trying to see the bigger picture.

Oh oh! I have a meme to explain this!

A big brain graphic flashes on the screen.

MR. ZENONE

Eh? Right? (Aside) We are using this correctly, right?

You are basically just trying to understand what the assignment can best be by seeing how lots of different examples can be.

This brings us to the next step which ties these last two steps together. Let's do something a bit different though. Something mysterious, maybe?

Another sizable logo treatment, this time is a sparkly treatment of "Imagine;" definitely not mysterious.

MR. ZENONE

Huh... That was not what I was thinking.

Logo happens again, this time with an Inception horn playing during it.

MR. ZENONE

Getting a bit closer.

Final treatment, using the Keynote animation that looks like a Christopher Nolan title screen.

MR. ZENONE

And boom goes the dynamite.

The Imagine step takes all of this research from the Inspire step, and the Big Braining of the Interpolate step, and actually come up with what you are going to make. This is your creation step; you bring together the different ideas and start making your project.

This is the step that takes the most time because it is the central part of the process.

Once you are done, you move onto the final step.

Old logo treatment of large white text says "Inspect."

MR. ZENONE

Ahh, I missed that.

The final step, Inspect, is just doing a big review of your whole process. Take a look at what you created; did it hit the criteria from the Identify step? Did your Inspire and Interpolate steps give you lots of resources to create in the Imagine step? If so, you did good!

Finally, you take a look at your assignment and ask "How could this have been better?" Reflect on your process and start to think about what went well and can be taken into other assignments and what can be changed for next time.

And that's it. That is the whole process of Creative Fluency. So, here is what you need to do for your Digital Learning assignment.

You are going to apply the Creative Fluency process to an assignment that you have completed or one that is coming up. The goal is to create a reflection page on

your EduBlogs that shows how the assignment hits all of the steps in the fluency.

This means that you use an assignment from your first semester where you used the Creative Fluency process and didn't even know it.

CU: Right on face

(Whispers) Inceptiooooooooooooooon.

Because some of you are working on assignments this semester, you will apply the steps to a new assignment from this semester.

So, you will be handing in an assignment for one of your other classes and reflecting on it using your EduBlogs. The instructions for how the reflection has to look is all in Teams along with this video if you want to watch it again.

Actually this video is an example of the Creative fluency.

A "To-Do" list shows up on the side. As each criteria is said and appears, a *DING* sound is heard. The last one instead of "Be Funny" it says "Well, you tried."

I had my criteria of trying to show the steps of the fluency, give examples, be funny.

After that, I looked around at examples of people giving information in a video which means I watched a lot of YouTube.

CU: Right on face

So much YouTube.

Back to full shot.

I took ideas from some of my favourite creators like The Green Brothers from Crash Course, Brian David Gilbert from

Polygon, and Phillip DeFranco to create the speaking style for this video.

The logos are direct references to Inception, one of my favourite movies, and Control, one of my favourite video games.

I took my inspiration from all these sources, found what worked best, and mashed them all together into this new video.

I was lucky to have some excellent film students to help me with the process of creating it.. (Camera pans 360 degrees and shows Colleen and Tim with silly faces) and when I finished, I looked back my criteria and see if got them.

FADE OUT:

THE END