

In a society where everything is constantly **shifting** and **changing**, it is essential for education to move away from teaching facts and figures to educating to inspire curiosity and creativity.

In Edudemic, Kristen Hicks emphasized the need for creativity in the classroom matters more than ever in our society. She said, **“Creativity is no longer seen as just being for artists and musicians (not that that view was ever accurate). It’s a crucial skill for everybody to master.”**

Ten years ago Sir Ken Robinson drew attention to the importance of educating students into creativity in his popular TED Talk as he discussed the value of allowing students to participate in dance. **“There isn’t an education system on the planet that teaches DANCE everyday to children the way we teach them MATHEMATICS.**

Why? Why not?

I think this is rather important. ... as children grow up, we start to educate them progressively from the waist up. And then we focus on their heads. And slightly to one side...But now kids with degrees are often heading home to carry on playing video games, because you need an MA where the previous job required a BA, and now you need a PhD for the other. It's a process of academic inflation. And it indicates the whole structure of education is shifting beneath our feet.

We need to radically rethink our view of intelligence...In fact, creativity—which I define as the process of having original ideas that have value—more often than not comes about through the interaction of different disciplinary ways of seeing things.”

In The New York Times, Laura Pappano quotes, “**The reality is that to survive in a fast-changing world you need to be creative,**” says Gerard J. Puccio, chairman of the International Center for Studies in Creativity at Buffalo State College, which has the nation’s oldest creative studies program, having offered courses in it since 1967.

‘...**Critical thinking** has long been regarded as *the essential* skill for success, **but it’s not enough,**’ says Dr. Puccio.

Creativity moves beyond mere synthesis and evaluation and is, he says, ‘**the higher order skill.**’ This has not been a sudden development. Nearly 20 years ago ‘creating’ replaced ‘evaluation’ at the top of Bloom’s Taxonomy of learning objectives. In 2010 ‘creativity’ was the factor most crucial for success found in an I.B.M. survey of 1,500 chief executives in 33 industries. These days ‘creative’ is the most used buzzword in LinkedIn profiles two years running.”

This skill takes time to develop. Creative decision making holds a unique and significant position in dance classes.

A consulting company, Best Practice Consulting, emphasizes the importance of creativity in the workplace, not just of one person but a team of people. “Sometimes, these issues and problems can be solved by applying a standard formula or set of actions: rigorously analysing the circumstances and drivers, applying logic to determine a course of action or following what’s been done before. Other times, particularly when the issue is something the organisation hasn’t faced before, genuine innovation is needed to solve problems and satisfy stakeholders...The general consensus in the research is **that the more one engages in creative thinking, the better one becomes at it. Ideas produce even more ideas.** But inspiration is only a small part of creative thinking. Commitment and application are also essential ingredients.”

Speaking of stagnation in business, a website called Creativity For Life states, “[**Creativity**] is one of the factors that can **turn a previously successful organization** into one that falls **behind** and is overtaken by more forward-thinking competitor.”

Picasso said, “**Every child** is an **artist, the problem** is **remaining one** as we grow up.”

Because creativity is not emphasized in education, because we educate students out of creativity, businesses are having to pick up the slack and reeducate their employees into a state of creativity, encouraging them and rewarding them. This takes time.

Twyla Tharp's book, *The Creative Habit*, she discusses how it is necessary to create a routine, which fosters creativity.

“The routine is as much a part of the creative process as the lightning bolt of inspiration maybe more.” She continues, “Creativity is not just for artists. It is for **businesspeople** looking for a new way to close a sale; it’s for **engineers** trying to solve a problem; it’s for **parents** who want their children to see the world in more than one way.” Creativity is a skill that can be acquired. **“It takes skill to bring something you’ve imagined into the world...No one is born with with that skill. It is developed through exercise, through repetition, through a blend of learning and reflection that’s both painstaking and rewarding. And it takes time.”**

In a meta analysis done by Mumford and Simonton, they review a series of articles about encouraging creativity and innovation in the workplace. In the conclusion they state, “Certainly, creativity and innovation begin with new ideas. Studies of workplace creativity, however, remind us that **there may be more to the process** than simple idea generation. Creative people must **REFINE, REORGANIZE, and RESTRUCTURE** new ideas, they must **appraise the feasibility of implementation**, and they must persuade others to help in all those efforts.”

Refining, reorganizing and restructuring new ideas are essential skills learned in creative dance class. Dance teaches the skill of **risk taking, and analyzing and problem-solving.** It is a crucial resource for educating the rising generation in creative intelligence. Dance class is the budding ground for individuals who are practiced in working creatively in groups and individually. It gives people the tools to continue a creative pattern for the rest of their lives.

These skills are essential for this fast paced, constantly changing world.

Works Cited

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