



# Exploring the typical development of creative ability in young children

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# Introduction: Vona du Toit's Model of Creative Ability

- Creative Ability:

*'preparedness to function freely and with originality at his maximum level of competence'*

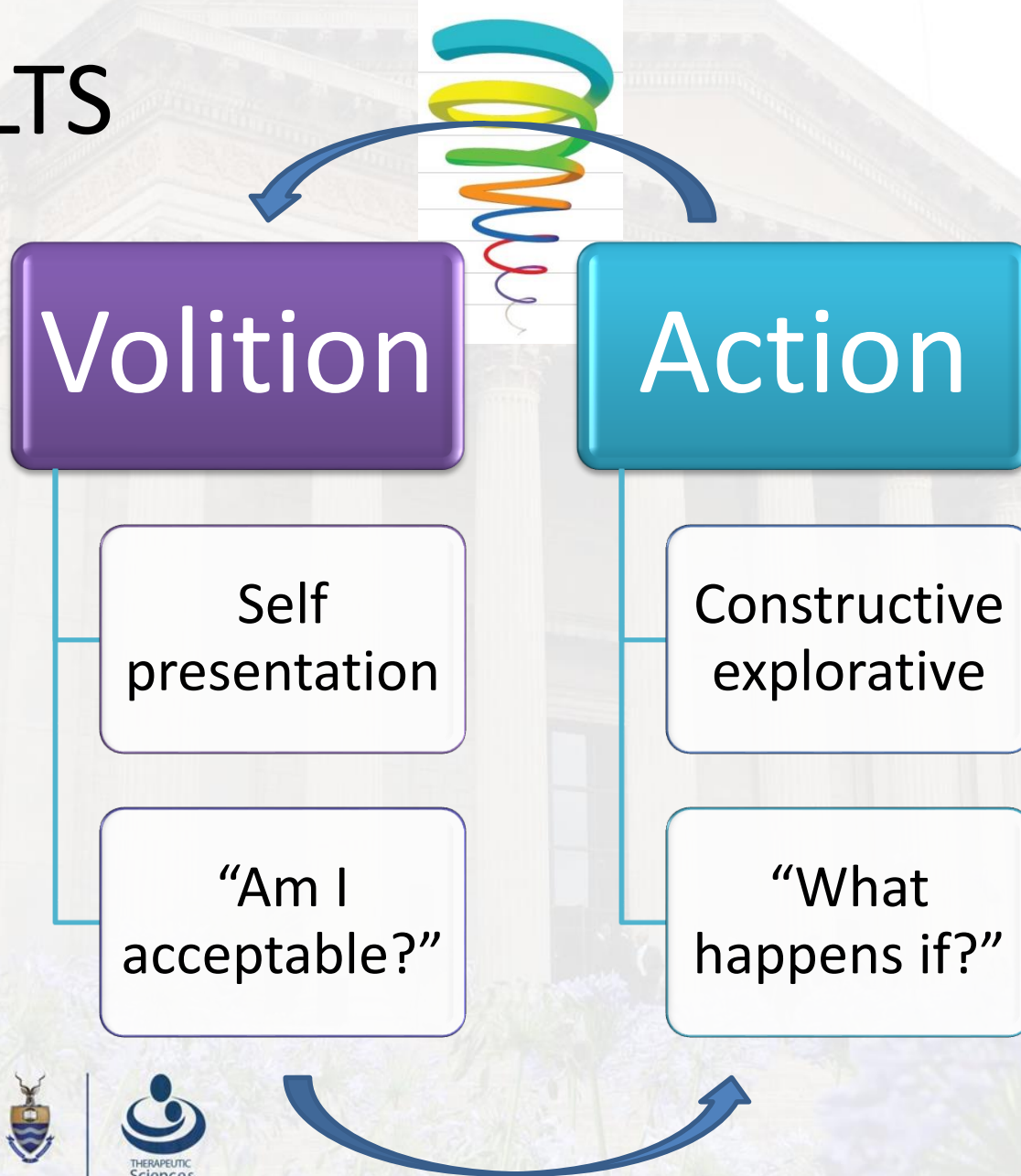
*'ability to form relational contact with people, events and materials'*

- Volition and Action

- The becoming of the spirit through action in the physical world



# RESULTS



# RESULTS

## Volition

The drive to try out new things

The drive to find out who I am = to become

“being-in-becoming”

Self presentation

“Am I acceptable?”

## Action

The action of exploring

The action that discovers how things work

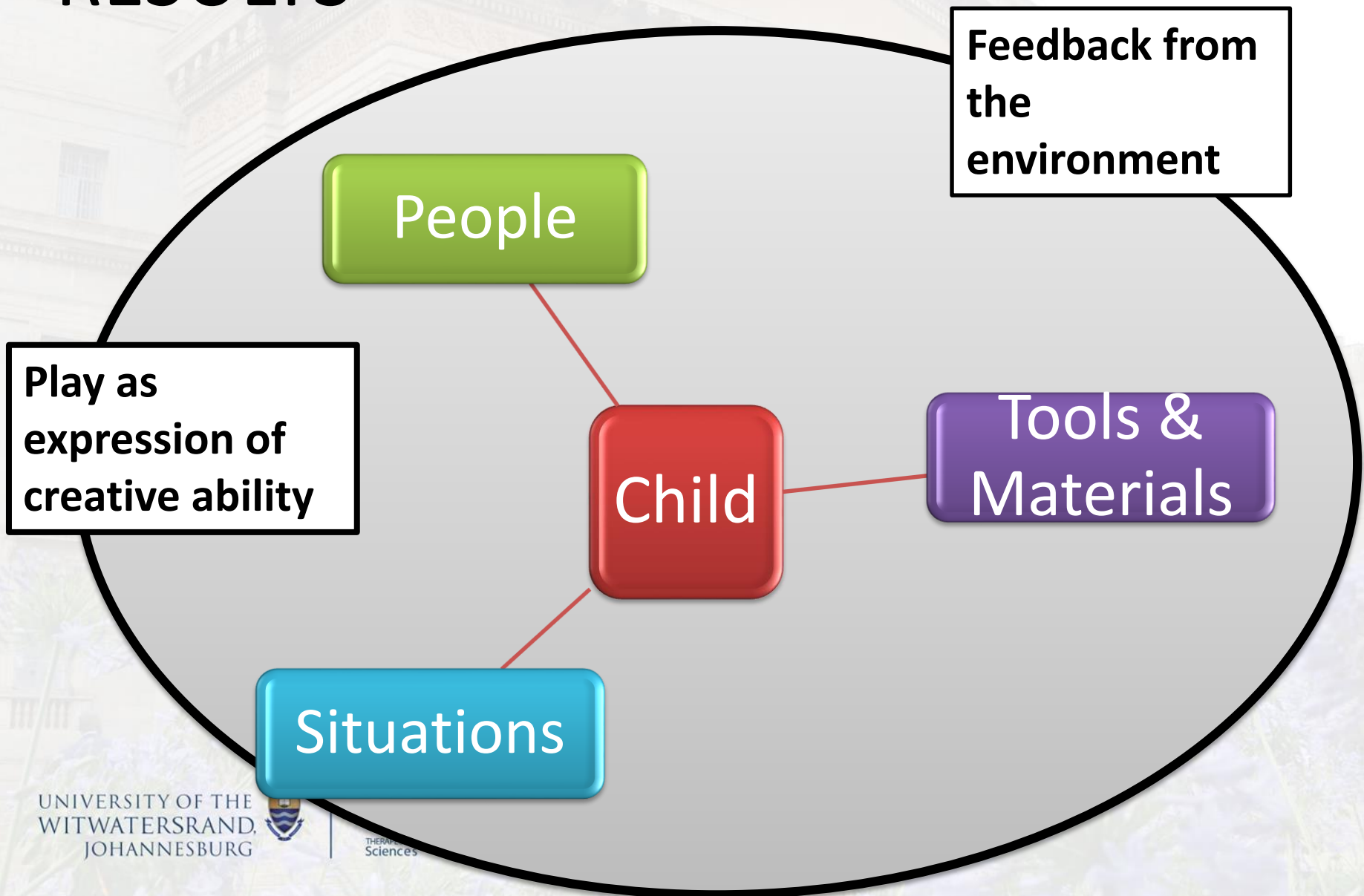
“doing-in-becoming”

Constructive explorative

“What happens if?”



# RESULTS



# Self Presentation – constructive explorative Action

## People and Situations

### *“Am I acceptable”*

- Learning about social norms and rules
- If I behave in this way today, what will the world say?
- What are the rules/norms of being with others
- How do I play with my friends?

## Play

### *Social structure of play*

- Parallel play
- **Associative play**
- **Cooperative play**
- Playing games with rules

Socio-  
dramatic  
play

**Impulse Control  
Games with rules**

# Self Presentation – constructive explorative Action

## Tools and materials

### *“What happens if”*

- Discovering how things work
- Exploring properties of tools and materials
- Process driven (not focussed on product)
- Skills development

## Play

### *Creative or constructive play*

- Artwork and crafts
- Building with blocks or lego
- Outdoors – sand & water & mud & leaves, etc

## Product-centredness

# The next step

- Observation in the field
- Development of observable actions to describe components
- Assessment criteria







THANK YOU!

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