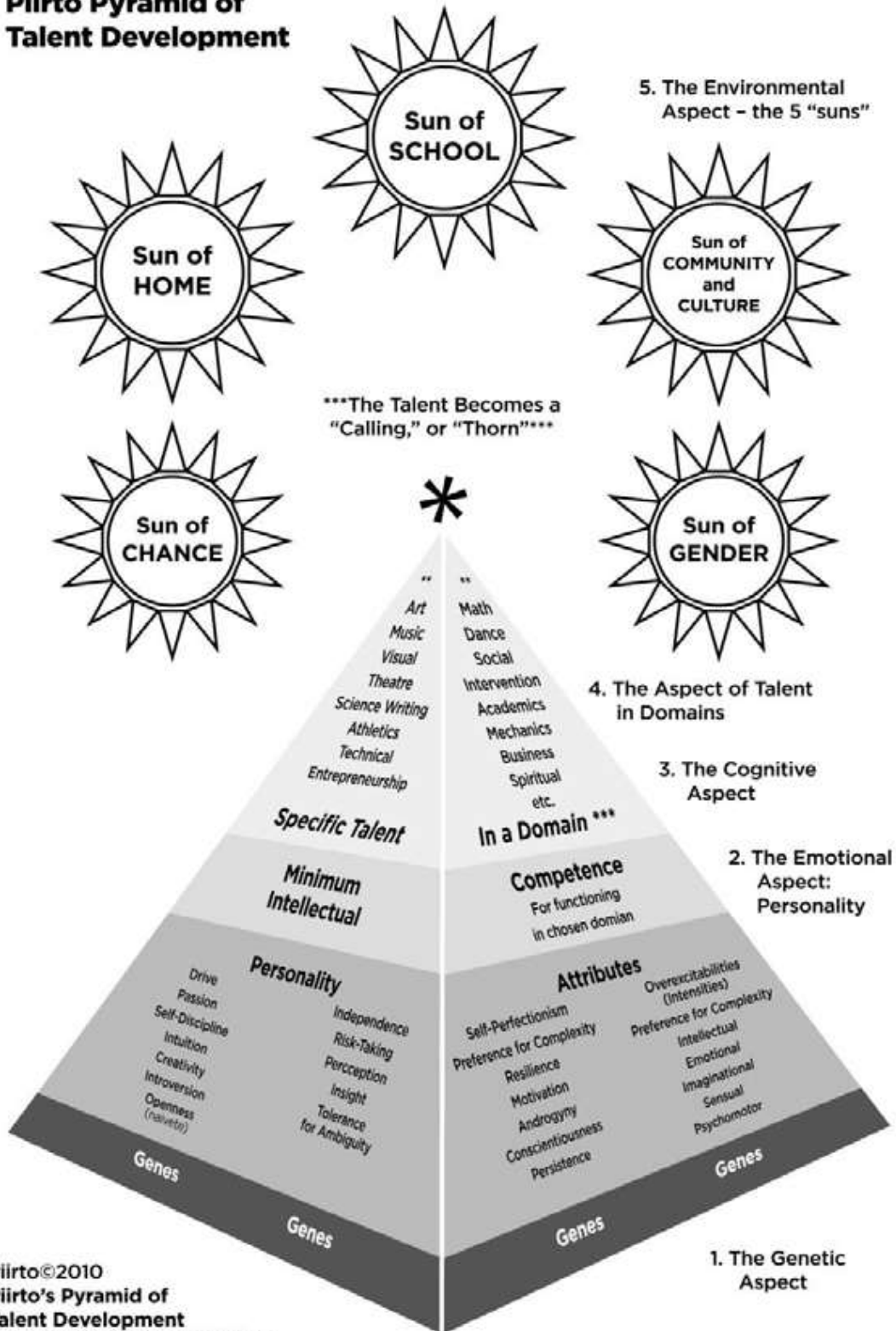


Piirto Pyramid of Talent Development



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Piirto's Pyramid of
Talent Development

first appeared in *Talented Children and Adults* (1994). It was subsequently revised in 1998, 1999, 2002 and 2004. This is Version 6.

Piirto Model of Creativity Training	
Theme	Activities
Core Attitudes	Risk-taking (The Princess and the Pea) Naiveté (The Raisin Meditation) Group trust (Red Wounds) Tolerance for ambiguity (More than one right answer) Self-discipline (Thoughtlogs--Individuation)
Seven I's	<ol style="list-style-type: none"> 1. Imagery (10- minute movie, archetypes) 2. Imagination (finger painting, clay, poetry, fiction) 3. Intuition (intuition probe, psychic intuition, dreams) 4. Insight (grasping the gestalt, Aha! Zen Sketching) 5. Inspiration (visitation of the muse, dreams, travel, others, I'll show you, frustration) 6. Incubation (See Meditation) 7. Improvisation (jazz, theater, word rivers, writing practice, creative movement, rhythm and drumming, scat singing, doodling)
General Practices	<ol style="list-style-type: none"> 1. The need for solitude; 2. Creativity rituals; 3. Meditation; 4. Exercise, especially walking; 5. The quest for silence; 6. Synchronicity; 7. Divergent production practice; 8. Creativity salon; 9. Individual or group creativity projects; 10. Creativity as the process of a life; 11. Supporting—Visiting bookstores, museums, concerts, plays, movies, readings or lectures.

Piirto, J. (2011). *Creativity for 21st century learning: How to embed creativity into the curriculum*. Rotterdam: Sense Publishing.

Feel free to jot down some ideas for enhancing creativity using these concepts. Use this format:
(FirstLI) Sketch out your idea.

Core Attitudes

Risk-taking

(JenniferG) Emphasize the value of making mistakes in learning. Have posters in the room and refer to them when someone makes a “happy accident.”



Naiveté

Group trust

(JenniferG) Encourage students to support one another, especially when they are feeling challenged or taking a risk. Establish relationships with students and show them “unconditional positive regard.”

Tolerance for ambiguity

Self-discipline

Other Aspects of the Creative Process

The need for solitude

Creativity rituals
Meditation
The quest for silence
Divergent production practice
Individual or group creativity projects or studying a creative individual
Exercise, especially walking
Creativity salon/sharing
Creativity as the process of a life
Supporting—Visiting bookstores, museums, concerts, plays, movies, readings or lectures.

Other ideas:

(Jennifer G) Beghetto’s “micro moments” mean we should always be sensitive for an emergence of these ideas and either use the “I of Improvisation” to dig into them when they occur, or make note of them for future work - and then attend to them deeply.

The Seven I’s

Imagery

Imagination

Intuition

Insight

Inspiration

Incubation

Improvisation

A few resources that might be helpful

Beghetto, R. A., & Kaufman, J. C. (2017). *Nurturing creativity in the classroom*. New York, NY: Cambridge University Press.

Cameron, J. (2016). *The artist's way: A spiritual path to higher creativity*. New York, NY: Jeremy P. Tarcher/Putnam.

Kim, K. H., Kaufman, J. C., Baer, J., & Sriraman, B. (2013). *Creatively gifted students are not like other gifted students: Research, theory, and practice*. Rotterdam: Sense Publishers.

Piirto, J. (2004). *Understanding creativity*. Scottsdale, AZ: Great Potential Press.

Piirto, J. (2011). *Creativity for 21st century skills: How to embed creativity into the curriculum*. Rotterdam: Sense Publishers.

Piirto, J. (2014). *Organic creativity in the classroom: Teaching to intuition in academics and the arts*. Waco, TX: Prufrock Press.

Plucker, J. A. (2017). *Creativity and innovation: Theory, research, and practice*. Waco, TX: Prufrock Press.

Starko, A. J. (2018). *Creativity in the classroom: Schools of curious delight*. New York, NY: Routledge.

Visual Notetaking/Sketchnoting: <https://www.verbaltovisual.com>