

examples of how everyone involved engaged in creative problem solving through playful learning experiences.

Do preschool teachers need to recruit a class of undergraduates to make their children's eyes sparkle, solve problems and light artmaking? A magic mirror, Lizzie Ribbon's hat, Wizard Stargazer's wand, a dotted purple egg from Barnaby Baker's cake shop or a Rosa Bloom's magic sprinkler or watering-can would be a more practical facilitator of creativity in a regular classroom. Art works, artistic processes and creative art making can surprise, transform, excite, enchant. Children need the magic and the arts combined with various forms of literacy can offer it. Young children that learn to engage in creative problem solving either by 'putting on' one of de Bono's "Six Thinking Hats", or engage in arts-based problem solving and storytelling sparkle, not only in Sparkle Street, but in every situation.

6. References

- [1] J. Stern, "Surprise in Schools: Martin Buber and dialogic schooling", *FORUM* 55(1), 2013, pp. 45-58.
- [2] A.J. Klein, *Humor in children's lives*. Praeger, Westport, CT, 2003.
- [3] E. Pitri, "Children's funny art and the form it can take over time", *International Journal for Education through Art* 7(1), 2011, pp. 81-96.
- [4] E. Pitri, "Skills and dispositions for creative problem solving during the art making process", *Art Education* 66(2), 2013, pp. 41-46.
- [5] S.R. Klein, *Art and Laughter*. Palgrave Macmillan, New York, NY, 2007.
- [6] A.P. Nielsen, & D.L.F. Nielsen, *Encyclopedia of 20th century American humor*. Oryx Press, Westport, CT, 2000.
- [7] E. Loizou, "Disposable cameras, humour and children's abilities", *Contemporary Issues in Early Childhood* 12(2), 2011, pp. 148-162.
- [8] E. Hoicka, & N. Akhtar, "Early humour production", *British Journal of Developmental Psychology* 30(4), 2012, 586-603.
- [9] C. Canestrari, & I. Bianchi, "Perception of Contrariety in Jokes", *Discourse Processes: A multidisciplinary Journal*, 49(7), 2012, 539-564.
- [10] H. Andrelchik, "Reconsidering literacy in the art classroom", *Art Education* 68(1), 2015, pp. 7-11.
- [11] B. Bettelheim, *The uses of enchantment: The meaning and importance of fairy tales*, Viking Penguin, New York, NY, 1986.
- [12] E. De Bono, *Six Thinking Hats*. Back Bay Books, New York, NY, 1999.
- [13] N.E. Hathaway, "Smoke and mirrors: Art teacher as magician", *Art Education*, 66(3), 2013, pp. 9-15.
- [14] C. Edwards, L. Gandini, & G. Forman (Eds.). *The Hundred Languages of children. The Reggio Emilia experience in transformation*, Praeger, Santa Barbara, CA, 2012.
- [15] L. Gandini, & C. P. Edwards (Eds.), *Bambini. The Italian approach to infant / toddler care*, Teachers College Press, New York, NY, 2001.
- [16] Project Zero, "Towards a Pedagogy of Play", 2016. Retrieved from <http://www.pz.harvard.edu/sites/default/files/Towards%20a%20Pedagogy%20of%20Play.pdf> (Access Date: 4 September 2016)