



Transcript for video: [Maya Discusses The 3 Rules](#)

Allowing ourselves to drop into that moment and being present with a child that you're working with. Whether you're working with a whole classroom or not, there's that moment where you can just stop with a kid and that's why I have my 3 Rules.

I always say, I have rules! And everyone's like, you have rules? Yes, I have very important rules! And these are my rules:

Everyone is an Artist. Working with this one, in my curriculum I'm actually going to make sure that this is something that kids actually have to print out and color themselves, and own for themselves. It's not just that person over there who's an artist. Exploring what art means and allowing ourselves to express ourselves I think is really powerful because... what I've noticed is that no matter who is marking the page, if you're doing polka dots, maybe you're just going *bam bam bam* [pretending to mark page]. If you do it [pointing to participant], it looks totally different than when I do it. If you do it [pointing at another participant] it's totally different than when you do it [pointing at another participant]. It's literally how your hand marks the page, it's different. And that's part of who we are. And then taking that and expanding it and showing me what your life is about beyond just marking and how you mark then is kind of like the entry point.

My second rule is: **There's never a right or wrong way to make art.** I think [this] is really important because, again, fourth grade is a tricky age for some reason. It's like, oh it's gotta look like this or it's gotta look like that, oh I gotta get it right. Oh I did the eyes wrong I gotta ball this up and throw it away because it doesn't look the way I imagined it. [This rule allows us to open] up that sometimes our greatest mistakes end up being our best art and really allowing that to be there.

My last one is: **Art is always an act of courage.** I actually got this one from the classroom. Because I've seen these kids with the, "I can't, I can't, I can't," and I would be like, ok and I would be kind of overwhelmed. [I would ask myself] how do I be present with this and I was like, oh, I just be present with it, I just drop into that "I can't" and just be there. And what I've found is the most powerful thing, I've seen children literally shift within the course of a class. I often have only an hour with a kid, it's very seldom that I get to work with a kid over a period of time. But I had one year where I had three schools that I got to go in every month so I saw a really big evolution occur. But often I really only have that little tiny slip in, right, so I want all of my curriculum [to be] very simple, and very powerful because that's all I have, I don't have a lot of time with them so how to leave that mark. So I was like, *ohhhh, you can't, well, of course you can, Art is always an act of courage.* How many paintings have I done, I've done hundreds of paintings and I'll still hit that blank page and will be like, what am I gonna do, how do I do this. That's part of the creative process - being brave. Being creative is being courageous. And I have seen children hear [me say], *oh you're having a moment of courage, you're afraid, that's clear that makes perfect sense but that's courage. There's courage underneath that.* And just saying that and a lot of times I'll just go down [kneeling down] and I'll sit and I'll say let's just be with that moment, be with that courage for a second. Every single time I've done that I've seen a kid complete that project and be completely proud. And that taught me how to be present.

"a people should not long for their own image"

