

**UNIVERSAL CONSTRUCT: COLLABORATION**

**COLLABORATION** is working among and across personal and global networks to achieve common goals. It requires cultural competence and personal and civic responsibility in all environments. Collaboration also requires open and flexible approaches to leadership.<sup>1</sup>

4 <sup>th</sup> Grade	8 <sup>th</sup> Grade	12 <sup>th</sup> Grade
<p><b>Sample 1:</b> Students work in pairs to make a thoughtful design of shapes by alternately making lines that connect to each other. Students apply color and/or other embellishment (line patterns) to complete the work.</p> <p>Students confer to determine the difference between just making marks (scribbling) and making purposeful lines or marks to create an interesting, unified design.</p> <p>Students then examine the work of abstract and nonobjective artists like Matisse, Kandinsky, Miro, Stella, and Mitchell to identify straight lines, angles, curves and spirals. (Information about how thoughtful markings assist in creating interest, unity and balance results.)</p>	<p><b>Sample 1:</b> Students work in collaborative printing teams, alternating roles as printer and assistant, to produce monotypes that can successfully communicate a chosen emotion in an Abstract Expressionist style.</p> <p>Students confer, analyze and determine the effectiveness of chosen line quality attributes through initial production experiments. Throughout the process, students will together anticipate and resolve printing problems encountered during the production process while performing delineated tasks efficiently.</p> <p>Students select a produced monotype and individually evaluate the chosen line quality’s success in communicating the desired emotion. Additionally, students will individually reflect on the production</p>	<p><b>Sample 1:</b> Students work in partnership with language arts classes to discuss and determine an issue requiring action.</p> <p>Then, in small teams, students produce a series of narrative storyboards to outline the content for a video, graphic novel, or poster/brochure campaign about a chosen issue.</p> <p>Students analyze the production tasks required for this ambitious project and delegate responsibilities for individual project contributions.</p> <p>Students team up with community groups, local business, and/or school departments to design and execute dissemination the finished creative products (video, graphic novel, poster/brochure campaign).</p>

<sup>1</sup> Iowa Department of Education, Universal Constructs Essential for 21<sup>st</sup> Century Success

<p>Student teams create two or three designs that are finished when markings touch all edges of the paper, are composed of small, medium and large shapes and have a center of interest.</p> <p>In pairs or groups, students analyze the designs for unity, balance and interest.</p>	<p>team choices and propose changes in process and/or product in a “Cause &amp; Effect” writing.</p>	
<p><b>Sample 2:</b> Students use content from science or social studies to create an art work. Students then compose stories or descriptions based on the finished artwork.</p> <p>(For example, after a unit on the body structure and skeletal systems, students create skeleton monsters. Art works should visually describe the monster’s habitat and special powers. Students make connections to other cultures (Australian Aborigine, Native American) that employ “x-ray” animals in their artwork.</p> <p>Student can share learned cultural beliefs and artistic traits by composing written descriptions or short stories and sharing finished works with language arts classes.</p>		
<p><b>Sample 3:</b> Students identify a problem in school (knowledge of rules, bullying, etc.)</p>		

<p>they find important.</p> <p>After viewing and discussing poster designs that effectively communicate visually, students select one problem to address, and working in groups, design posters. As a class, students analyze the effectiveness of the visual message in aesthetics and communication.</p> <p>In groups or pairs, students perform differing tasks to create the posters and prepare for display with the school.</p>		
<p><b><i>This Universal Construct addresses these 21<sup>st</sup> Century Skills Map outcomes.</i></b></p> <p><i>OUTCOME 1: Students will work together effectively to share and accept responsibility, compromise respectfully to reconcile diverse ideas, and accomplish a common goal.<sup>2</sup></i></p> <p><i>OUTCOME 2: Students work respectfully and effectively with socially and culturally diverse teams or content to increase innovation and quality in their work.<sup>3</sup></i></p> <p><i>OUTCOME 3: Students will use the arts to inspire others, optimizing the skills of team members through their interpersonal awareness, integrity, and ethical leadership to solve problems that benefit the larger community.<sup>4</sup></i></p>		

\*As any Universal Construct can be embedded, additional constructs may be presented in the sample.

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<sup>2</sup> Partnership for 21<sup>st</sup> Century Skills, 21<sup>st</sup> Century Skills Map for The Arts (Collaboration)

<sup>3</sup> Partnership for 21<sup>st</sup> Century Skills, 21<sup>st</sup> Century Skills Map for The Arts (Social & Cross-cultural Skills)

<sup>4</sup> Partnership for 21<sup>st</sup> Century Skills, 21<sup>st</sup> Century Skills Map for The Arts (Leadership & Responsibility)