

UNIVERSAL CONSTRUCT: COMPLEX COMMUNICATION

COMPLEX COMMUNICATION is based on the successful sharing of information through multiple means, including visual, digital, verbal, and nonverbal interactions. The message is purposeful, clear and concise leading to an accurate exchange of information and ideas.¹

4 th Grade	8 th Grade	12 th Grade
<p>Sample 1: Students create a non-objective composition and divide it into parts with each being worked in a different media and/or technique.</p> <p>Students decode the different moods or feelings of various mediums and/or techniques within created work.</p> <p>Then in pairs, students discuss their interpretations.</p>	<p>Sample 1: Students create a visual journal compiling individual perceptions, interpretations of messages and cultural information, and/or ideas communicated within a common theme.</p> <p>Students then exchange visual journals and offer alternative perceptions, interpretations of messages and cultural information, and/or ideas.</p> <p>With peer observations, students choose one thematic idea to re-create ensuring purposeful and accurate message.</p>	<p>Sample 1: Students revisit a work of art previously created and recreate it in a different medium, technique and/or technology.</p> <p>Students then compare and contrast the context of the two works through personal reflection and class critique. Students share new understandings in composed artist statements for the created works.</p>
<p>Sample 2: Students analyze famous works of art infused into media sources geared to their age group (such as print and motion cartoons). In groups of four, students choose a main character(s) from a famous work and create a four-</p>	<p>Sample 2: Students interpret the intended message of a number of media sources (print media, movies, television, music videos, etc.) that use famous works of art as all or part of their content. Students compare and contrast</p>	<p>Sample 2: Students analyze how and the frequency in which famous works of art are used in today’s society for advertisement purposes.</p> <p>Students select and use a famous work</p>

¹ Iowa Department of Education, Universal Constructs Essential for 21st Century Success

<p>frame comic strip series communicating a Public Service Announcement (PSA).</p>	<p>their interpretations through classroom or small group discussions.</p>	<p>of art to create a product advertisement geared towards a specific demographic. Students then assess products created by peers for appropriateness and effectiveness.</p>
<p><i>This Universal Construct addresses these 21st Century Skills Map outcomes.</i></p> <p><i>OUTCOME 1: Students will communicate in a variety of contexts through a variety of artistic media, including technologies, to convey their own ideas and to interpret the ideas of others.²</i></p> <p><i>OUTCOME 2: Students will analyze and use media to understand how and why messages are created and interpreted and how media influences culture, beliefs, and behaviors.³</i></p>		

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

² Partnership for 21st Century Skills, 21st Century Skills Map for The Arts (Communication)

³ Partnership for 21st Century Skills, 21st Century Skills Map for The Arts (Media Literacy)