

UNIVERSAL CONSTRUCT: CREATIVITY

CREATIVITY incorporates curiosity and innovation to generate new or original thoughts, interpretations, products, works, or techniques. Creativity is nurtured, advanced, and modeled through numerous approaches, including inquiry-based learning, abstract thinking, and student-focused learning.¹

4 th Grade	8 th Grade	12 th Grade
<p>Sample 1: Students imagine a Purple-Urple-Durple, a unique creature that has never been viewed by human eyes. The class brainstorms possible appearances for the creature including combinations of animal and insect parts. Using purple paint, the students paint the creature as they imagine it.</p> <p>Students visualize, through a guided, detailed story read by the teacher, a trip through a jungle. On the trip the students meet an imaginary artist dragon in its natural environment. Students draw the artist dragon and its surroundings as visualized, paying attention to quality and design.</p>	<p>Sample 1: Students engage in the creative thinking process stages—research, incubation, insight and validation—by transforming a contour drawing of popcorn into an original creation with an accompanying environment.</p> <p>During the imagining and designing phase, students identify preferred creative thinking approaches—fluency, flexibility, elaboration and originality—to note multiple approaches to similar problems.</p> <p>Students imagine and note applications of this process and thinking approaches in other subjects and/or real-world experiences.</p>	<p>Sample 1: Students create a cast of their own body using packing tape and plastic wrap.</p> <p>Students adorn their sculpture with various two-dimensional imagery and/or three-dimensional objects that symbolically speak to the artists’ identity. This embellishment can be made to the interior (as the cast is removed from the body and remains hollow and transparent) or to the exterior of the created form.</p> <p>Students then place the finished sculpture in a context (environment) that further illustrates the artists’ notion of symbolic identity.</p>

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

This Universal Construct addresses these 21st Century Skills Map outcomes.

OUTCOME 1: Students will draw on a variety of sources to generate, evaluate, and select creative ideas to turn into personally meaningful products.²

*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 (Creativity)