

Trevor Bryan's Scale of Creative Complexity

Trevor A. Bryan with Richard Czyz

“There is a vast difference between being able to draw Donald Duck and creating Donald Duck.”

Level One

Level one projects are any projects in which the outcome is highly predictable and all decisions, such as theme, size, media, and duration etc. are made by the instructor. Final products look essentially the same. There is low expectation for students to make strong connections.

Verbs: Match, copy, repeat, mimic, duplicate, imitate, recreate

Level Two

Level two projects are any projects in which learning a specific skill, concept or strategy is the goal. The outcome is mostly predictable and most of the decisions concerning the project are largely determined by the instructor. There is minimal to moderate variation between final products. Most connections made are confined to a single domain.

Verbs: Match, copy, repeat, mimic, duplicate, imitate, recreate, **modify, vary, alter**

Level Three

Level three projects are any projects in which students and instructors share roughly equal responsibility for the decisions concerning the project. The outcome of the project is less predictable, allowing more room for variation. Final products are related but vary greatly. The artwork has evidence of skills and/or concepts and/or strategies previously studied. Students are expected to make connections within the primary domain and/or to secondary domains.

Verbs: Modify, vary, alter, **apply, add, revise, restructure, repurpose, interpret, reinterpret, integrate**

Level Four

Level four projects are any projects in which students are responsible for most, if not all of the decisions concerning the project. Final results are highly unpredictable resulting in final products which are minimally related, if at all, and look different. Students effectively utilize skills and concepts previously studied. Students are responsible for making rich, meaningful connections often utilizing knowledge from different domains.