

Aesthetic communication

Communication by means of aesthetic forms of expression is used to influence cultural and social development. Knowledge of aesthetic communication enhances the ability to understand and interpret messages conveyed in cultural life, the media and between people. The subject of aesthetic communication covers communication processes and exploration of how to interact with other people using aesthetic forms of expression.

Aim of the subject

Teaching in the subject of aesthetic communication should aim at helping students develop knowledge of communicating using aesthetic forms of expression. Teaching should cover both traditional artistic methods and new technology. Teaching should give students the opportunity to develop skills in methods, techniques and tools for interaction and collaboration with co-creators and the public. Attention should be put on the relationship between the intention to reach out to, touch and be understood on the one hand, and the audience's interpretation and understanding on the other. Teaching should contribute to students developing a desire to work with artistic processes, and give them the opportunity to develop an understanding of how meaning can be created and perceived, and how this can be communicated. Teaching should also discuss the ethical aspects of touching and influencing people, as well as the value of freedom of thought and expression in supporting innovation and development.

Teaching should use both different art forms and verbal expressions to explore techniques and methods for creativity and creation. Students should be given the opportunity to assess their communication skills by working with production and interpretation, and by examining how specific forms of aesthetic expression are used to communicate. Teaching should give students the opportunity to enhance understanding of communication through analysis, reflection and discussion about interpretation.

Teaching should place great emphasis on personal creativity, both individually and in co-operation with others. As the subject is exploratory in nature, students should be encouraged to search for new approaches to creativity and communication. They should be encouraged to experiment, try different expressions and forms of expression, co-operate with other students and between different forms of aesthetic expression.

Teaching in the subject of aesthetic communications should give students the opportunities to develop the following:

- 1) The ability to communicate ideas, moods and meaning by means of new and traditional aesthetic forms of expression.
- 2) The ability to create meaning by means of aesthetic methods and working in interdisciplinary ways.
- 3) The ability to cooperate, coordinate and interact.

- 4) Understanding of creative and communicative processes.
- 5) Skills in using relevant new and traditional techniques as a part of aesthetic expression.
- 6) Skills in using different kinds of new and traditional media to communicate about aesthetic expressions.
- 7) Understanding of how aesthetic expressions and emotional atmosphere can interact and be used in different contexts.
- 8) Knowledge of historical and cultural aspects of aesthetic communication.
- 9) The ability to reflect on influence and communication, and also knowledge of laws and other regulations in the area.

Courses in the subject

- Aesthetic communication 1, 100 credits.
- Aesthetic communication 2, 100 credits, which builds on the course aesthetic communication 1, the course music production 1, the course media production 1 or the course digital creativity 1.
- Aesthetic communication 3, 100 credits, which builds on the course aesthetic communication 2.

Aesthetic communication 1

The course aesthetic communication 1 covers points 1–9 under the heading Aim of the subject, with special emphasis on points 2, 4 and 7. The course covers basic skills in the subject.

Core content

Teaching in the course should cover the following core content:

- Basic aesthetic forms of expression, techniques and methods.
- Exploration of creative opportunities and communication using aesthetic expressions.
- Group dynamics in creative work.
- Active collaboration between different art forms for producing works of art.
- Basic artistic production processes from idea to final representation.
- Presentation of the final representation.
- Meetings with the public or viewers.
- Aesthetic forms of expression and their links to trends and ideas, e.g. ready-made and industrialism, or graffiti culture and reclaim the streets.
- Laws and other regulations about copyright, labour law and the working environment in artistic production.

Knowledge requirements

Grade E

Students use **simple** expressions from **some** different aesthetic forms of expression to represent the complete implementation of an artistic idea, and use aesthetic methods from the different arts.

Students reason **in basic terms** about their own roles in relation to creative work in groups, and also discuss **in basic terms** how their own work relates to the overall result. Students participate in an artistic production process, express themselves **with some certainty** using some aesthetic forms of expression, and also participate in the presentation of the final representation.

Students use **simple** aesthetic expressions in different ways, and disseminate these via different channels. In addition, students discuss **in basic terms** the ways in which different aesthetic expressions create meaning.

Students discuss **in basic terms** how **some** specific meaning can be expressed and related to **some** trends in ideas.

Students make **simple** reflections about laws and other regulations based on their own artistic production.

Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Grade C

Students use expressions from different aesthetic forms of expression to represent complete implementation of an artistic idea, and use aesthetic methods from different arts, **and also reason in detail about how different integrated expressions and parts of the process influence the whole.**

Students reason **in detail** about their own roles in relation to creative work in groups, **with different aesthetic forms of expression**, and also discuss **in detail** how their own work relates to the overall result. **In addition, students adapt their input to circumstances occurring in cooperation with co-creators during different stages of the work process.** Students participate in an artistic production process, **further develop ideas in some aesthetic areas**, express themselves **with some certainty** in some aesthetic forms of expression, and also participate in the presentation of the final representation.

Students use aesthetic expressions in different ways **and make proposals for using alternatives**, and also disseminate the aesthetic expressions through some different channels. In addition, students discuss **in detail** the ways in which different aesthetic expressions create meaning.

Students discuss **in detail** how **some** specific meaning can be expressed, relating this to **some** trends in ideas **and making well grounded comparisons between expression and meaning in some different contexts.**

Students make **well grounded** reflections on laws and other regulations, based on their own artistic production.

Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Grade A

Students use expressions from different aesthetic forms of expression to represent complete implementation of an artistic idea, and use aesthetic methods from different arts, **reason in detail and in a balanced way about how different integrated expressions and parts of the process influence the whole, and also identify alternatives for combining or using different arts.**

Students reason **in detail and in a balanced way** about their own roles in relation to creative work in groups, **with different aesthetic forms of expression**, and also discuss **in detail and in a balanced way** how their own work relates to the overall result. **Students draw well grounded and balanced conclusions on how the whole is affected by interaction between, and experiments with different forms of aesthetic expression. In addition, students adapt their input to circumstances occurring in cooperation with co-creators during different stages of the work process.** Students participate in, **take initiatives and are responsible for** an artistic production process, **further develop ideas in some aesthetic forms of expression**, express

themselves **with certainty** in some aesthetic forms of expression, and also participate in the presentation of the final representation.

Students use aesthetic expressions in different ways, **make alternative proposals for using them, and give an account in detail and in a balanced way of the different advantages and disadvantages**, and also disseminate the aesthetic expressions via some different channels. In addition, students discuss **in detail and in a balanced way** how different aesthetic expressions create meaning.

Students discuss **in detail and in a balanced way** how **some** specific issues of importance can be expressed, relate this to **some** trends in ideas, **and make well grounded and balanced comparisons between expression and meaning in some different contexts**.

Students make **well grounded and balanced** reflections on laws and other regulations based on their own artistic production.

Aesthetic communication 2

The course aesthetic communication 2 covers points 1–7 and 9, with special emphasis on points 1, 3 and 5–7. The course covers advanced skills in the subject.

Core content

Teaching in the course should cover the following core content:

- Methods and tools for the production of and communication of aesthetic expressions.
- Exploring creative opportunities.
- Group dynamics in creative or representational work.
- Active collaboration between different art forms and means of expression.
- Artistic production processes from original idea to final representation.
- Presentation of the final representation.
- Meetings with the public or viewers.
- Laws and other regulations about artistic production e.g. copyright law, royalties, working hours and the working environment.

Knowledge requirements

Grade E

Students use **with some certainty some** aesthetic forms of expression and aesthetic methods for communicating ideas, moods and meaning. Students' aesthetic expressions are a part of an artistic representation.

Students cooperate in creative work in groups, and also discuss **in basic terms** how their own work relates to the overall result. Students participate in an artistic production process and presentation of a larger final representation.

Students use **some** tools for producing and communicating aesthetic expressions, and also discuss **in basic terms** how artistic representations can be communicated in different ways. In addition, students discuss **in basic terms** how aesthetic expressions can work together and be used in different contexts.

Students make **simple** reflections about laws and other regulations based on their own artistic production.

Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Grade C

Students use **with some certainty some** aesthetic forms of expression and aesthetic methods for communicating ideas, moods and meaning. Students' aesthetic expressions are a part of an artistic representation. **In their preparations, students give an account in detail of the aims of their communications. In their work, students transform with some certainty the intended aim into a communicable result.**

Students cooperate in creative work in groups **and with different competencies and expressions in aesthetic productions**, and also discuss **in detail** how their own work relates to the overall result. **In addition, students adapt their input to circumstances occurring in cooperation with co-creators during different stages of the work process.** Students participate in an artistic production process and presentation of a larger final representation.

Students use **several different** tools for producing and communicating aesthetic expressions, and also discuss **in detail** how artistic representations can be communicated in different ways. **In their work, students further develop their ideas in some forms of aesthetic expression.** In addition, students discuss **in detail** how aesthetic expressions can work together and be used in different contexts, **and make well grounded comparisons between different expressions and their appropriateness in different contexts.**

Students make **well grounded** reflections on laws and other regulations, based on their own artistic production.

Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Grade A

Students use **with certainty** aesthetic means of expression and aesthetic methods to communicate about ideas, moods and meaning. Students' aesthetic expressions are a part of an artistic representation. **In their preparations, students give an account in detail and in a balanced way of the aims of their communications. In their work, students transform with certainty the intended aim into a communicable result. After the work has been completed, students evaluate in balanced assessments how communication functioned in relation to the intended aims.**

Students cooperate in creative work in groups **and with different competencies and expressions in aesthetic productions**, and also discuss **in detail and in a balanced way** how their own work relates to **and contributes to the overall result.** Students **draw well grounded and balanced conclusions on how the whole is affected by interaction between, and experiments with different forms of aesthetic expression.** In addition, students **adapt their input to circumstances occurring in cooperation with co-creators during different stages of**

the work process. Students participate in, **take initiatives and are responsible for,** an artistic production process and presentation of a larger final representation.

Students use **several different** tools for producing and communicating aesthetic expressions **in a creative way**, and also discuss **in detail and in a balanced way** how artistic representation can be communicated in different ways. **In their work, students further develop their ideas in some forms of aesthetic expression.** In addition, students discuss **in detail and in a balanced way** how aesthetic expressions can work together and be used in different contexts, **and also make well grounded and balanced comparisons between different expressions and their appropriateness in different contexts.**

Students make **well grounded and balanced** reflections on laws and other regulations based on their own artistic production.

Aesthetic communication 3

The course aesthetic communication 3 covers points 1–9, with special emphasis on points 1, 3, and 8–9. The course covers advanced skills in the subject.

Core content

Teaching in the course should cover the following core content:

- Aesthetic forms of expression, concepts, techniques and methods.
- Exploring creative opportunities.
- Group dynamics in creative work.
- Active collaboration between different art forms.
- Artistic production processes from original idea to final representation.
- Relations between parts and the whole in larger aesthetic production processes.
- Production and presentation of final representations.
- Meetings with the public or viewers.
- Concepts from the theory of art and cultural history, and theories about artistic communication, interpretation and artistic creativity.
- Ethical factors concerning influence and communication. How different choices during an artistic process can have ethical and artistic consequences.

Knowledge requirements

Grade E

Students use expressions from one or several aesthetic forms of expression to represent a larger aesthetic production, and also show **some** skills in some aesthetic forms of expression. In addition, students use **with some certainty** aesthetic methods and concepts used in artistic communications.

Students cooperate in creating work in groups and adapt their own work to the group's results. Students participate in an artistic production process and presentation of an extensive final representation.

Students use relevant techniques to produce and communicate using aesthetic expressions. In addition, students test interaction between different aesthetic forms of expression, and also discuss **in basic terms** how aesthetic expressions can work together and be used in different contexts. In their discussions, students use **with some certainty** concepts from the theory of arts

and cultural history, and also draw **simple** conclusions based on theories about artistic communication, interpretation and artistic creativity.

Students reason **in basic terms** about possible ethical and artistic consequences of different choices made during an artistic process.

Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

Grade C

Students use expressions from one or several aesthetic forms of expression to represent a larger aesthetic production, and also show **good** skills in some aesthetic forms of expression. **The representation fulfils in a satisfactory way the requirements for artistic quality.** In addition, students use **with some certainty** aesthetic methods and concepts used in artistic communications.

Students work together creatively in groups and adapt their own work, **and input** to the group's results **based on circumstances occurring in cooperation with co-creators during different stages of the work process.** Students participate in an artistic production process, **further develop their ideas in some aesthetic forms of expression,** and participate in a presentation of an extensive final representation.

Students use relevant techniques to produce and communicate using aesthetic expressions. In addition, students test interaction between **and experiment with** different aesthetic forms of expression, and also discuss **in detail** how aesthetic expressions can work together and be used in different contexts. In their discussions, students use **with some certainty** concepts from the theory of arts and cultural history, and also draw **well grounded** conclusions based on theories about artistic communication, interpretation and artistic creativity.

Students reason **in detail** about possible ethical and artistic consequences of different choices made during an artistic process.

Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

Grade A

Students use expressions from one or several aesthetic forms of expression to represent a larger aesthetic production, and also show **very good** skills in some aesthetic forms of expression. **The representation clearly fulfils the requirements for artistic quality.** In addition, students use **with certainty** aesthetic methods and concepts used in artistic communication.

Students work together creatively in groups and adapt their own work, **and input** to the group's results **based on circumstances occurring in cooperation with co-creators during different stages of the work process.** **In addition, students make well grounded and balanced reflections on the importance of leadership and communication in team working, and lead such work.** Students participate in, **take initiatives and are responsible for** an artistic

production process, **further develop ideas in some aesthetic forms of expression** and participate in a presentation of an extended final representation.

Students use relevant techniques to produce and communicate using aesthetic expressions **in a creative way**. In addition, students test interaction between **and experiment with** different aesthetic forms of expression, and also discuss **in detail and in a balanced way** how aesthetic expressions can work together and be used in different contexts. In their analysis, students use **with certainty** concepts from the theory of arts and cultural history, and also draw **well grounded and balanced** conclusions based on theories about artistic communication, interpretation and artistic creativity.

Students reason **in detail and in a balanced way** about possible ethical and artistic consequences of different choices made during an artistic process.