

READING ART LIKE A TEXT- 3-5

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Metro RESA

Welcome/ Introduction

- Turn to your neighbor.
- Introduce yourself and explain one way that you help students get into, through, and beyond the texts that you experience in your classroom.
- Be prepared to share with the group.



TKES Performance Standards Addressed

- Standard 3: Instructional Strategies
- Standard 8: Academically Challenging Environment



Learning Targets

- Deepen understanding of strategies to help students get into, through, and beyond the text.
- Deepen understanding of strategies to help students read art like a text to enable them to write.



Norms

- Honor our time together.
- Listen to others and respect their ideas.
- Be present in mind, body, and spirit.
- Realize that there is no hierarchy of expertise.
- Step-up and actively participate.
- Keep students at the heart of everything we do.



What is Visual Literacy?



- Visual literacy is the ability to interpret, negotiate, and make meaning from information presented in the form of an image, extending the meaning of literacy, which commonly signifies interpretation of a written or printed text.
- Visual Literacy is based on the idea that pictures can be “read” and that meaning can be gained through a process of reading.
- Similar to authors, artists use art and images to explain characters, phenomena, events, and themes that impact society and people.

Why Visual Literacy?



- Helps students to recognize the relationship between visual images and their everyday lives
- Helps to engage and stimulate students with content
- Helps to enhance reading and writing skills

Did You Know?



- Pictures in one glance/ glimpse tell us more than words can convey in the same space and time.
- Images are a stimuli for writing because they give students experiences, ideas, and something to write/talk about.
- Helps to build close observation skills.

Take the L.E.A.P.



- **L – Look: What do you notice?**
- **E – Evaluation: What value or merit do the images add to the story being told in the work of art?**
- **A – Analyze: How do the images help you go deeper into the message from the artist?**
- **P – Produce: What product will help you strengthen your understanding about the content?**

Reading Art Like a Text Using the L.E.A.P Strategy



- We will use the L.E.A.P. Strategy quadrant to take the journey into, through, and beyond the artwork.

Let's get started!

Learning Task



- You are the class president and have been asked to write an introduction speech for a person that you greatly admire. Imagine that the woman in the painting is the person that you greatly admire. Write a speech to introduce her to your student body. Be sure to use descriptive language to describe the most admirable qualities about the woman in the painting.

Look



- Look quietly and closely to mentally organize all that you see. Jot down adjectives to describe everything that you see in the painting.

Evaluate



- What do you think this work of art is about and what makes you say that? What message do you think the artist is trying to convey (tell)? Jot down nouns and verbs that help you describe the story in the painting.

Analyze



- How did the artist use the art to support the title? How do you know that? What might be happening beyond the scene? Who is the man in the light bulb? What purpose does he serve? What clues make you say that?
- Turn to your elbow partner and share answers. Exchange or volley answers to the above listed questions. Be sure to respond with ‘what makes you say that?’ Provide evidence from the painting to support your answers. Once time is up, complete a quick-write summary of the discussion.

Produce



- Using your adjectives, nouns, verbs, and summary, write a six word story about qualities that describe Alma (the woman in the painting).

Revisit the Learning Task



- Using words from your L.E.A.P. strategy quadrant, collaborative discussions, 6 word memoir to support your work, create your introduction speech about Alma using details that exhibit admirable qualities.

Closing



- Chart the 6 word memoirs around the room. Exchange your speech with a partner. Take a gallery walk around the room to see if you can identify the 6 word memoir that matches your partner's speech. Extend: try to identify the main quality that the 6 word memoir highlights.

References



- Daniels, Harvey and Nancy Steineke. 2011. *Texts and Lessons for Content-Area Reading*. Portsmouth, NH: Heinemann.

TODAY COULD NOT HAVE
HAPPENED WITHOUT YOU!
THANK YOU FOR YOUR TIME!

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