READING ART LIKE A TEXT- 6-8

Kelley W. York
ELA Professional Learning Specialist
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

☐ Choose one area (foreground, middle ground, or background) as your starting point. Create a descriptive map using landmarks from the artwork to help a classmate visually reach a different area of the painting. Explain how the artist positioned objects in the scene to tell a story.

picture plane

background

middle ground

foreground

ground plane
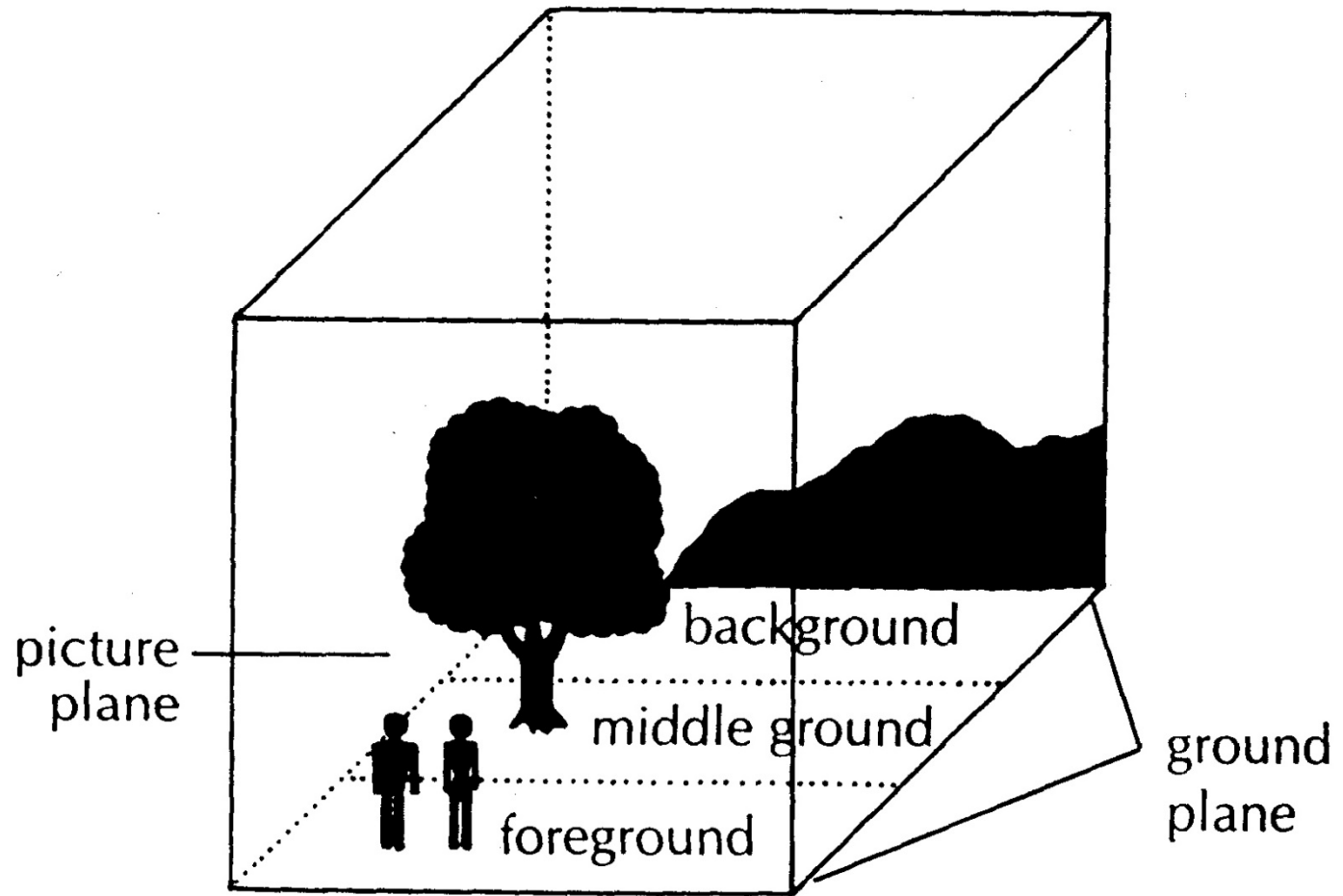
c. Schematic drawing of picture space

Look

- Look quietly and closely. Jot down words, phrases, or sentences to help describe what you see. Share aloud for 5 minutes. (Facilitator will chart responses.)

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)? Notice the similarities and differences between details based on the different planes in the painting. Create a chart to highlight details specific to each cardinal direction.

Foreground	Middle Ground	Background

Analyze

1. How did the artist use the planes to tell a story?
2. What details help the viewer get the gist of the artist's message?
3. What might be happening beyond the scene? What makes you say that?
4. Could this be taking place today or long time ago? How do you know?
5. How do the foreground, middle ground, and background add value to the artist's message? What makes you say that?
6. How is this work of art important to history?

☐ As a group or with a partner, roll the die. Respond to the question that corresponds with the matching numbered question.
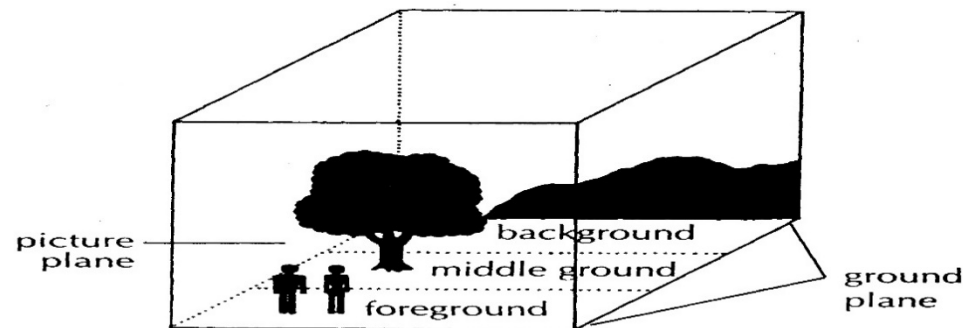
Produce

- Choose 3-4 landmarks to represent the journey from one plane to a different plane. Create a caption to explain the purpose of each landmark you selected. Do not reveal or display the actual direction in your product.

Revisit the Learning Task

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c. Schematic drawing of picture space

Closing

☐ Select a partner who is sitting furthest away from you. Share your landmark caption product without revealing the cardinal directions selected. Using the work of art and added details from your partners product, try to guess the direction the product is taking you.

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!

Kelley York: kelley.york@mresa.org