

READING ART LIKE A TEXT- 9-12

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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



- How does Hale Woodruff's choice of color, expression, and plane (foreground, middle ground, background) coverage impact the tone and mood in *Study for the Results of Good Housing* and *Study for the Results of Poor Housing*? After analyzing both paintings, write an essay in which you argue whether the artist's technique effectively set the tone and mood of the artwork. Be sure to use relevant and sufficient evidence from the artwork to support your claim.

Look



- Look quietly and closely. Jot down words, phrases, or sentences to help describe what you see.
- Use the strategy Claim-Evidence-Reasoning to speculate about what is going on in the pictures. Share aloud all speculations. (Facilitator will chart answers.)

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? Notice the similarities and differences between the two paintings. State your claim for the Learning Task. Use details from the paintings to support your claim. With a partner, complete the T-chart. Be prepared to take a stand.

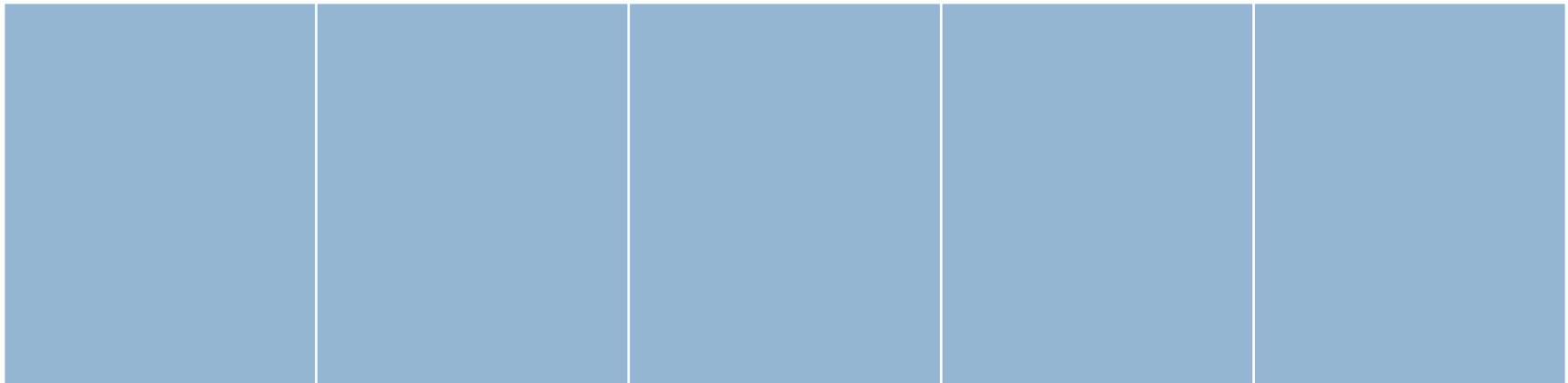
Reasoning	Examples

Analyze

1. How did the artist use the art to show the benefits of better housing?
 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. Is this taking place today or long time ago? What makes you say that?
 5. How would you counter your claim? What makes you say that?
 6. Is this work of art important to history? Why or Why not?
- As a group or with a partner, roll the die. Respond to the question that corresponds with the matching numbered question.

Produce

- Create a wordless comic strip to show what you used to think about poor vs. good housing and how you think about poor vs. good housing now.



Revisit the Learning Task



- Use your L.E.A.P. strategy quadrant and collaborative discussions to complete the Learning Task.
- How does Hale Woodruff's choice of color, expression, and plane (foreground, middle ground, background) coverage impact the tone and mood in *Study for the Results of Good Housing* and *Study for the Results of Poor Housing*? After analyzing both paintings, write an essay in which you argue whether the artist's technique effectively set the tone and mood of the artwork. Be sure to use relevant and sufficient evidence from the artwork to support your claim.

Closing



- Select a partner who is sitting furthest away from you. Share your introduction with your partner. Write the good, bad, and suggested change to help strengthen your partner's introduction

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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