

Reading Art Like a Text- K-2

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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 and make meaning of the relationship between language and images.**
- **It is having the skill to read images like printed text and understand the reasons for them.**
- **At K-2, visual images offer aesthetic and psychological experiences for children.**

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.

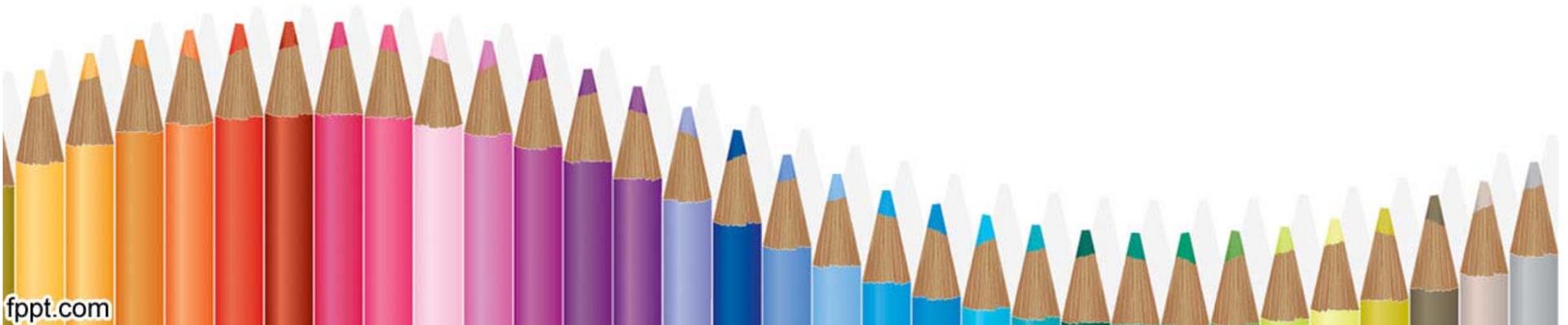
- **L – Look:** What do you notice?
- **E – Evaluation:** What value or merit do the images add to the story being told in the work of art?
- **A – Analyze:** How do the images help you go deeper into the message from the artist?
- **P – Produce:** What product will help you strengthen your understanding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

- Last night someone broke into the museum and mixed up all of the art descriptors. “Oh no!” cried the Museum Curator, “We have 1000 students coming tomorrow to analyze all descriptors for true facts. They need this information to complete their class projects. Can you help the curator? Using your L.E.A.P. Strategy quadrant, use words to create a shape story of any object of your choosing to help the Museum Curator locate the descriptor for your work of art. You can imitate one of the examples or select one on your own.



Look

- Look quietly and closely to mentally organize all that you see. Draw images to show your initial thoughts about what is happening in the art.



Evaluate

What do you think this sculpture is about and what makes you say that? What message do you think the artist is trying to tell? Using your 5 senses, use the prompt below to help hold your thinking.

I see		
I smell		
I taste		
I touch		
I hear		

Analyze

- What does it mean to be a good friend? How did the artist use the art to support the title? How do you know that? What might be happening beyond the scene? Where does the story go next? What clues make you say that?
- Share whole-group. Allow students to act-out their answers.



Produce

- Using your 5 senses, imagine that you are trapped inside the sculpture. What can you see, smell, touch, taste, and feel. Use the artwork as evidence and write 5-8 words to support your thinking.



a stick



grass



fur



a man



growls

Revisit the Learning Task

- Using your L.E.A.P. Strategy quadrant, use words to create a shape story of any object of your choosing to help the Museum Curator locate the descriptor for your work of art. You can imitate one of the examples or select one on your own.



Closing

- Share your shape story with a partner to compare notes. Listen as your teacher reads the true museum description for the work of art that you observed. How close did your shape story match to the story the artist wanted to tell? What makes you say that? What would you change about your literacy object now that you have some background information?



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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