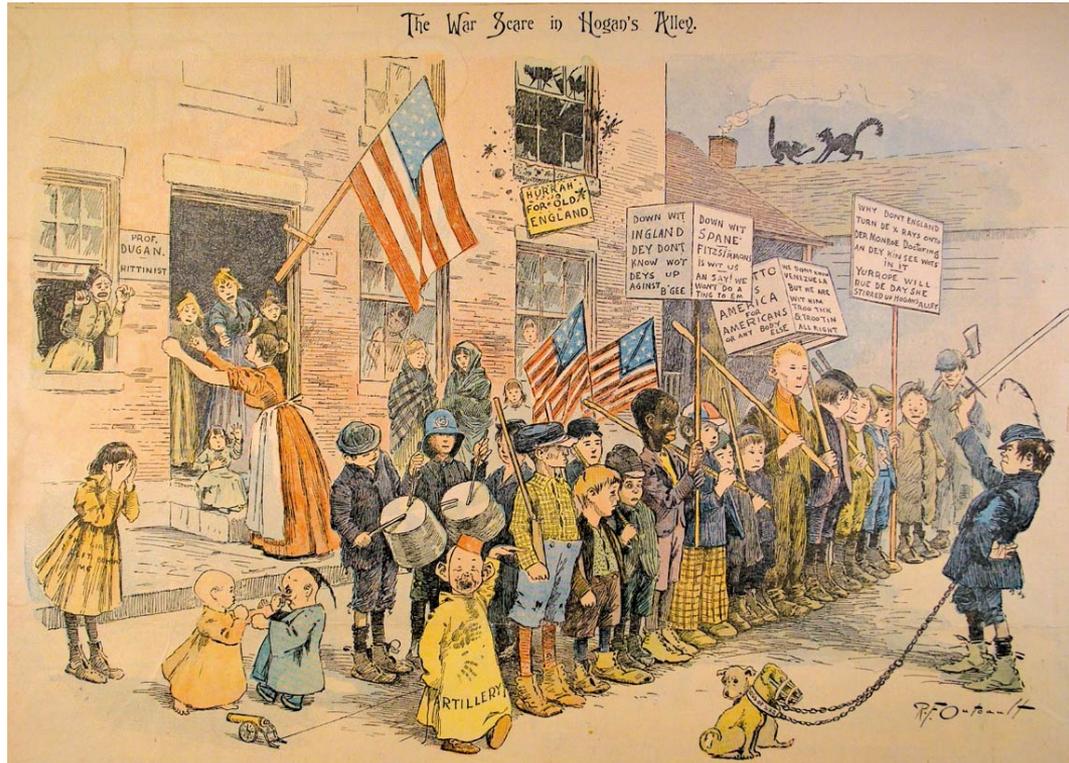


What is visual literacy?



Dr. Julie Palkowski, Wisconsin Department of Public Instruction

Strategy for visual literacy practice



Richard Felton Outcault (1863-1928) created *Hogan's Alley*, which is considered the first commercially successful newspaper comic strip. It featured Mickey Dugan, better known as the Yellow Kid, and Outcault drew this character for the *New York World* from May 5, 1895 to October 4, 1896. He and his character moved to William Randolph Hearst's *New York Journal* where the Yellow Kid appeared in three series, *McFadden's Row of Flats* (October 18, 1896-January 10, 1897), *Around the World with the Yellow Kid* (January 17, 1897-May 30, 1897), and *Ryan's Arcade* (September 28, 1897-January 23, 1898).

<http://library.osu.edu/sites/dlib/terms.html>



[Girl at Window, 1964](#)

Oil and magna on plywood. 24 feet x 24 feet.

1964 Worlds Fair, Flushing Meadows, New York

“it was Lichtenstein's vision that saw a miniscule detail in a random comic book and chose to isolate, rework and enlarge it to give it a whole new meaning.”

DECONSTRUCTING ROY LICHTENSTEIN

a project by David Barsalou

What elements are shared by art and reading?

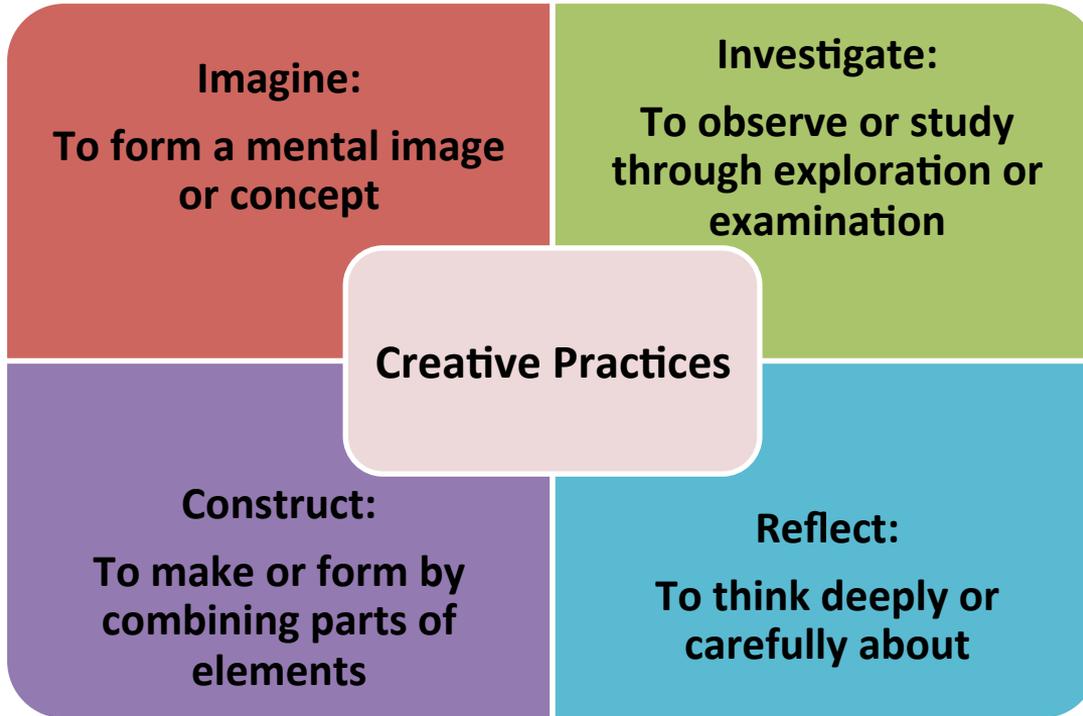


- *Character*
- *Contrast*
- *Color*
- *Focal point*
- *Metaphor*
- *Mood*
- *Pattern*
- *Repetition*
- *Rhythm*
- *Story*
- *sequence*
- *Symbolism*
- *Texture*

What thinking tools are shared by art and reading?

- Describing sense memories
- Building on prior knowledge
- Inferring meaning
- Visualizing
- Interpreting and expressing emotions
- Identifying contrasting images/words/emotions
- Sorting facts from interpretations
- Synthesizing

What creative practices used in the arts transfer to literacy across disciplines?

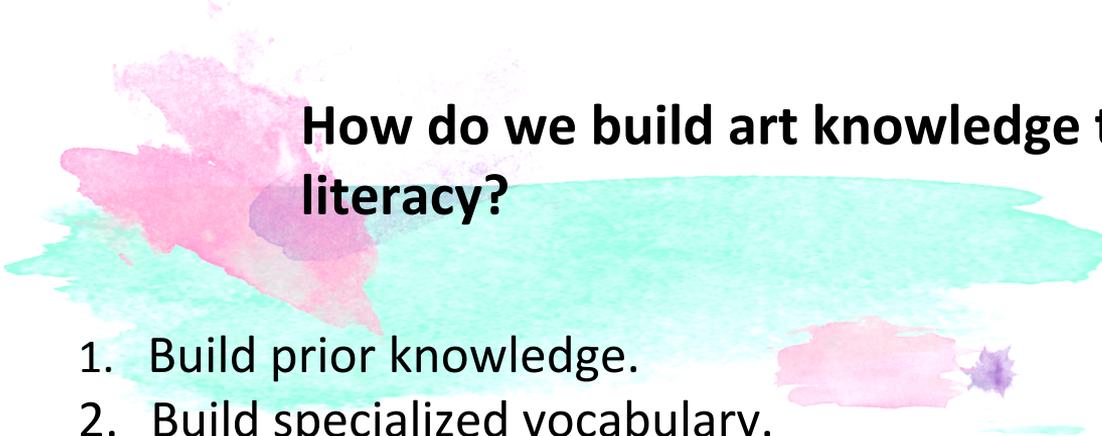


What is disciplinary literacy as it applies to visual art?

Disciplinary literacy is a tool for developing visual art skills and knowledge:

- Developing visual art vocabulary
- Comprehending ideas that are presented graphically or visually (not verbally)
- Communicating ideas through critique and analysis





How do we build art knowledge through disciplinary literacy?

1. Build prior knowledge.
2. Build specialized vocabulary.
3. Learn to deconstruct complex visual representation of ideas.
4. Use knowledge of artistic elements and genres to identify main and subordinate ideas within the piece.
5. Articulate what the graphic representations mean within a work or ideas to support its main components.
6. Pose discipline relevant questions.
7. Compare artistic elements of the work to other artwork.
8. Use reasoning within the discipline (what counts as evidence to evaluation claims.)

CAN ART BE USED AS A TEXT? YES!!

The ability to analyze an image or text and offer a thoughtful, evidence-based analysis of it is as central to rigorous arts education as it is to learning English literature or history.

----Amy Charleroy, College Board

Examples of Traditional Informational Texts for Art

Textbooks

- *Instructional technique books*
- *Art history or theory books*

Historical Primary Documents

- *Artists' letters or sketchbooks*
- *Critiques of artists' contemporaries*

Newspaper articles

- *Reviews of local gallery exhibits*

Journals/Magazines/Blogs

- *Scholastic Art Magazine*
- *ARTSblog*
- *Newsela*

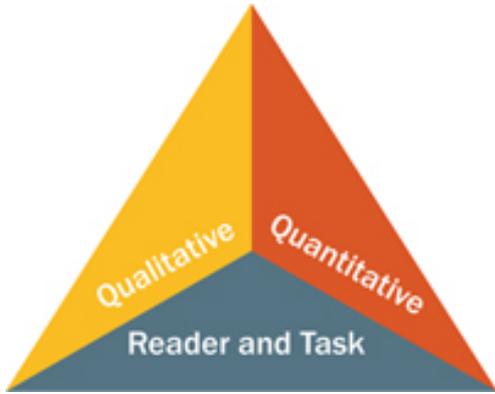
Books

- Biographies of artists

Multimedia/digital

- *You Tube*
- *ArtsEdge*

How do we determine appropriate level of nontraditional texts?



Qualitative:

Levels of meaning, structure, language conventionality and clarity, and knowledge demands

Quantitative:

Readability measures and other scores of text complexity

Reader and task:

Reader variables (motivation, knowledge, and experiences) and task variables (purpose, complexity generated by the task assigned and the questions posed)

Consult CCSS Appendix A for further information on text complexity

Student interaction with the arts requires that learning experiences be developed with students' developmental stages in mind. Too much of pre K-12 arts curriculum has been disconnected; the proposed materials should cultivate a core set of skills and capacities that build over time. Materials should at once be developmentally appropriate and increasingly demanding, both within years and across years.

---David Coleman, "Seven Guiding Principles for the Arts"



How do we determine appropriate level of nontraditional texts?

Takeaway Tip of the Day

WHST.11-12.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

Write informative/explanatory texts, including the narration of ~~historical events, scientific procedures/experiments, or technical~~ an artistic process.



RHST.1

Read Look closely to determine what the **text** artwork says explicitly and to make logical inferences from it; cite specific **textual** artistic evidence when writing or speaking to support conclusions drawn from the **text**-artwork.

Resources for Disciplinary Literacy in Art

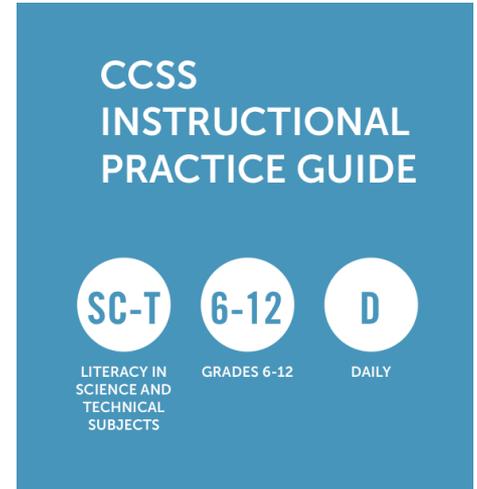
- Philadelphia Museum of Art 'Looking to Write, Writing to Look'
http://www.philamuseum.org/booklets/12_70_160_1.html
- Newsela <http://www.newsela.com/articles/?category=arts>
- [Art Vocabulary – Elementary School](#) (Retrieved from Incredible @rt Department)
- [Art Vocabulary - Middle School](#) ([Quizlet](#) example); HS [Flash Cards](#) (Flash Card Machine)
- [Art Vocabulary - High School](#) ; [Fine Arts Study Guides](#) ([Word Dynamo](#) examples)
- 'The Arts and the Common Core Curriculum Mapping Project',
http://commoncore.org/maps/documents/Art_in_the_Maps.pdf
- Common Core State Standards www.corestandards.org

CCSS Instructional Practice Guides

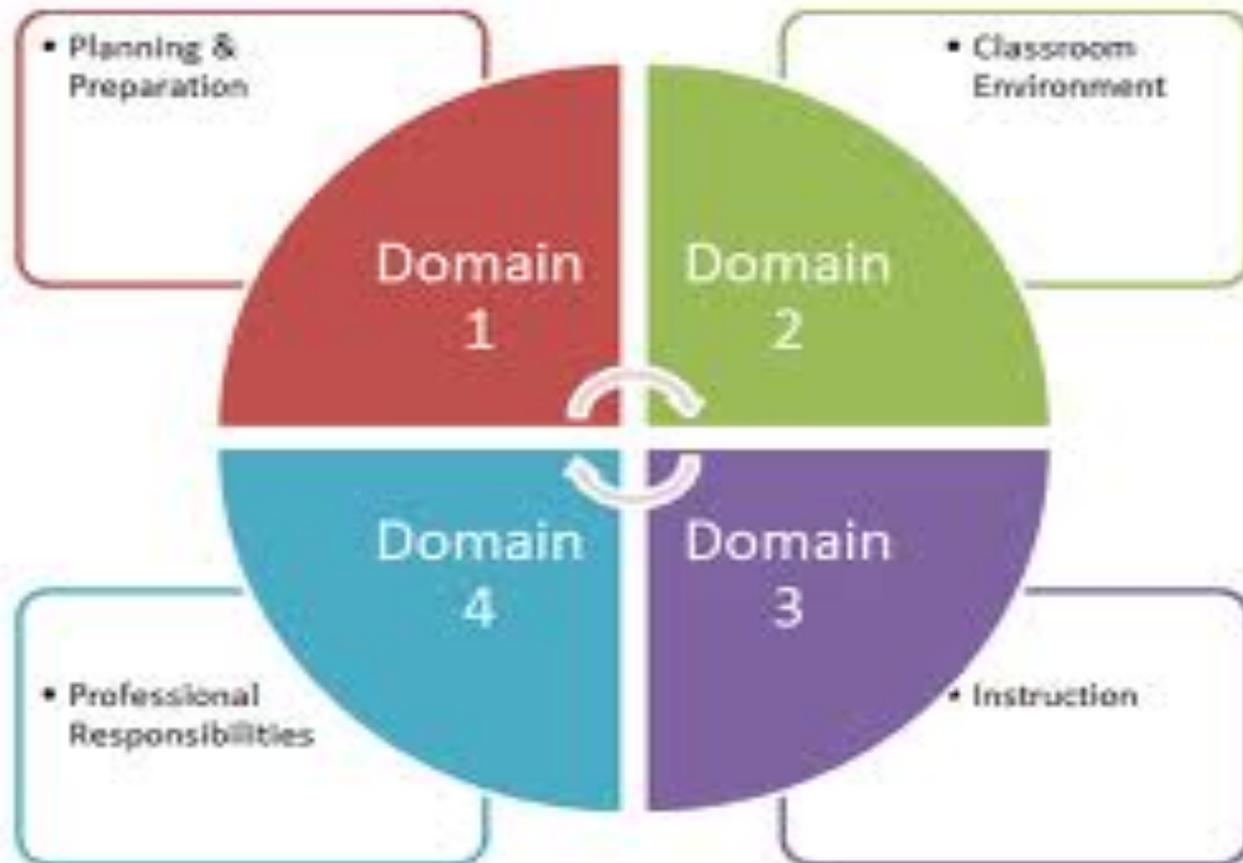
CORE ACTION 1: Focus each lesson on a high quality text (or multiple texts)

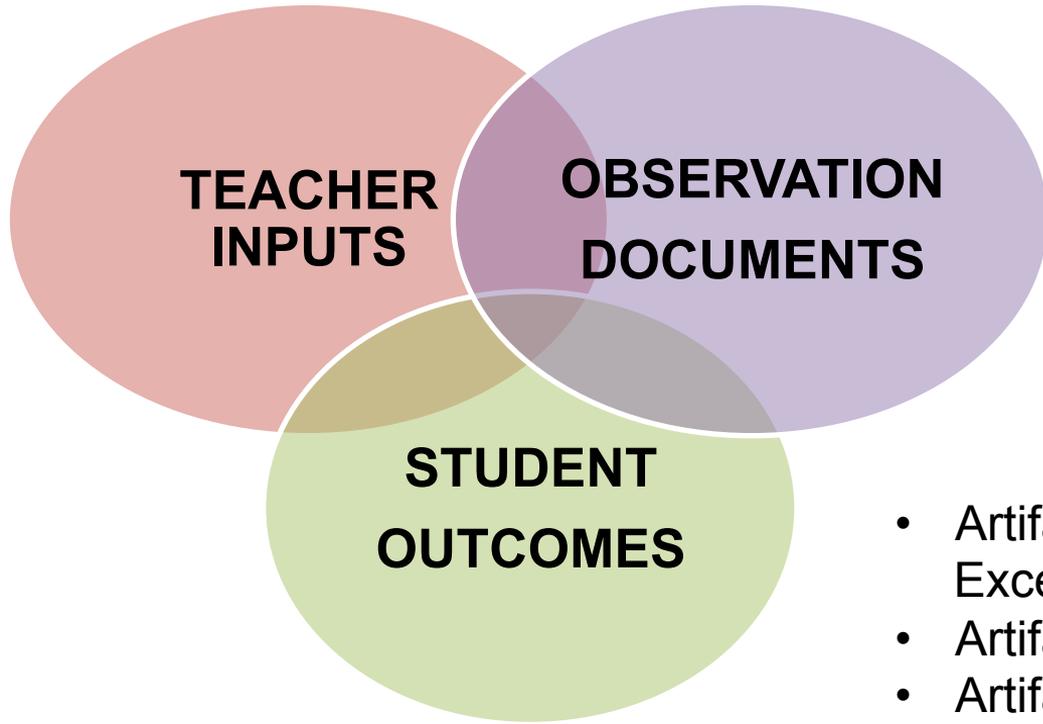
CORE ACTION 2: Employ questions and tasks that are text dependent and text specific.

CORE ACTION 3: Provide all students with opportunities to engage in the work of the lesson.



Danielson's Framework for Teaching





Artifacts

- Artifacts are evidence in the Teacher Excellence and Support System.
- Artifacts are part of our current practice.
- Artifacts may provide information for every domain of the Framework for Teaching

Research and Resources

- Achieve the Core- Literacy Instructional Guides www.achievethecore.org
- Arkansas IDEAS- Disciplinary Literacy Modules
- Arkansas Department of Education www.arkansased.org
- <http://www.shanahanonliteracy.com/2008/01/vita-timothy-shanahan-personal.html>
- <http://www.ascd.org/professional-development/webinars/common-core-webinars.aspx#archived>
- <http://www.parcconline.org/parcc-content-frameworks>
- <http://dpi.wi.gov/standards/disciplinaryliteracy.html>
- Common Core and the Arts, College Board
<http://nccas.wikispaces.com/file/view/Arts%20and%20Common%20Core%20-%20final%20report1.pdf/404993792/Arts%20and%20Common%20Core%20-%20final%20report1.pdf>
- Disciplinary Literacy in Arts & Design wiki, Wisconsin DPT
<https://sites.google.com/a/dpi.wi.gov/disciplinary-literacy-in-fine-arts/home>

con't.

- www.nccas.wikispaces.com
- Amy Charleroy, 'Analyzing Art as Text',
<https://www.collegeboard.org/delivering-opportunity/sat/instruction/arts>
- David Coleman, 'The Seven Guiding Principles for the Arts' <http://usny.nysed.gov/rttt/docs/guidingprinciples-arts.pdf>
- Common Core <http://commoncore.org/art>
- Common Core State Standards, www.corestandards.org
- Arts Education Partnership, The Arts and Common Core, <http://www.aep-arts.org/resources-2/common-core-and-the-arts/>

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COMMON CORE

STATE STANDARDS INITIATIVE

PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER



Disciplinary Literacy



ARKANSAS
DEPARTMENT
OF EDUCATION

Objectives

- Review the structure of the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects.
- Define and develop a working knowledge of disciplinary literacy and its effect on content instruction.
- Apply examples of instructional shifts to classroom practice.

COMMON CORE

STATE STANDARDS INITIATIVE

PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER



COMMON CORE STATE STANDARDS FOR

English Language Arts
&
Literacy in History/Social Studies,
Science, and Technical Subjects



<http://www.corestandards.org/ELA-Literacy/>



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OF EDUCATION

CCR Anchor Standards

A set of College and Career Readiness standards anchor the document and define general, cross-disciplinary expectations necessary for postsecondary success.

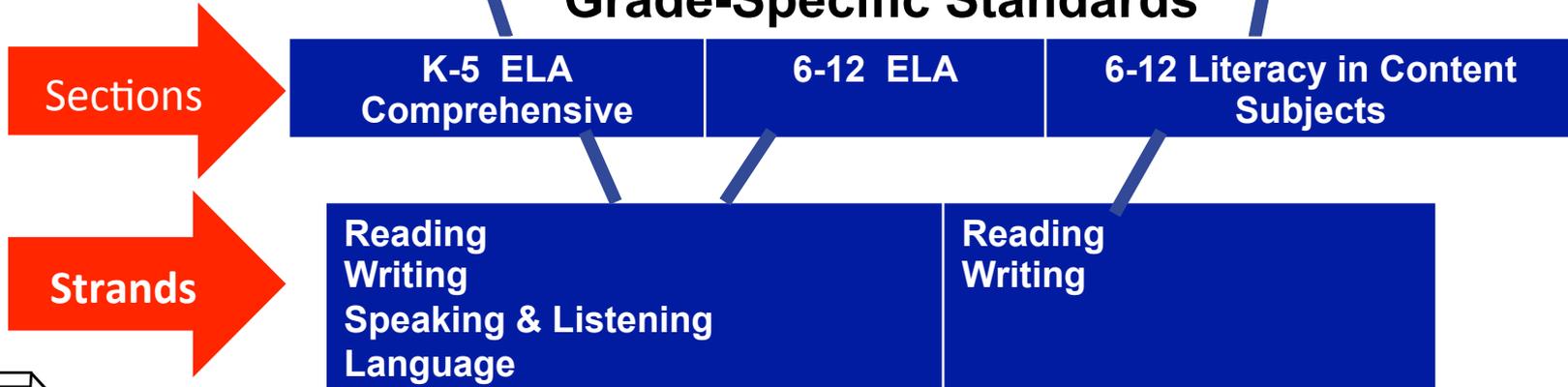


Organization of the Literacy Standards

College and Career Readiness Anchor Standards

translated into age-appropriate benchmarks in the grade-specific standards below

Grade-Specific Standards



Conceptual Organizers: Reading

1. Key Ideas and Details
2. Craft and Structure
3. Integration of Knowledge and Ideas
4. Range of Reading and Level of Text Complexity



Conceptual Organizers: Writing

1. Text Types and Purposes
2. Production and Distribution of Writing
3. Research to Build and Present Knowledge
4. Range of Writing



Grade-Level Standards

Using the Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects (WHST), work with a partner to:

- ✧ Choose a grade band.
- ✧ Select a conceptual organizer.
- ✧ Create a list of verbs found in the standards.
- ✧ Discuss the skills a student must have to meet the expectations in the standards.
- ✧ Share.



Comic Zine

- Zine: a small magazine that is written by people who are not professional writers and that usually has stories about a particular subject. (merriam-webster)

Arkansas' Big Shifts

- Appropriate Text Complexity
- Increased Reading of Informational Texts
- ✓ **Disciplinary Literacy**
- Close Reading
- Text-Dependent Questions
- General Academic and Domain-Specific Vocabulary
- Argumentative Writing
- Short and Sustained Research Projects



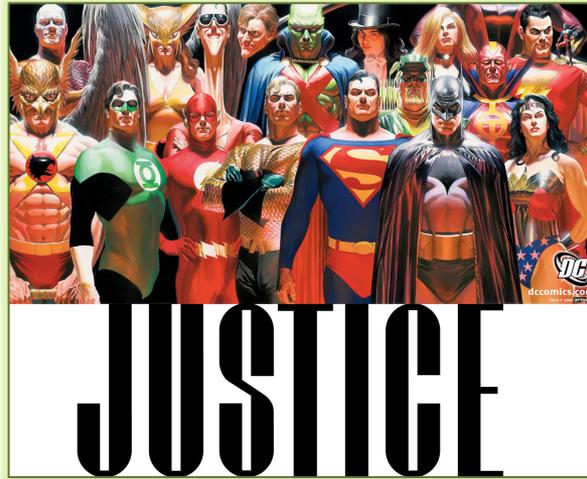
<http://ideas.aetn.org/commoncore/strategic-plan>

Capacities of a Literate Individual

**Demonstrate
Independence**

**Build strong
content knowledge**

**Respond to
varying
demands**



**Understand other
perspectives and
cultures**

**Comprehend
and critique**

Value evidence

**Use technology
and digital
media**



What is Disciplinary Literacy?

Disciplinary literacy is the application of discipline-specific practices as a way to access, comprehend, synthesize, and communicate knowledge.



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OF EDUCATION

What Does Disciplinary Literacy Involve?

- Specialized ways of knowing and communicating in the different disciplines (Shanahan)
- Giving access to the tools of knowledge, production, and critique; and giving students access to how a discipline is written so that they can ask better questions (Moje)



Why is Disciplinary Literacy Important?

Each discipline has specialized

- habits of mind or ways of thinking.
- language and vocabulary.
- text types to comprehend.
- ways of communicating in writing.
- career requirements.

Comic Zine Unit

- Working with your Super Powers and side kicks in your team;
- Define the visual cues from your zines
 - Define the obvious verses prior knowledge
 - Define the learned

How could you use this practice with storytelling, History, science, and/or creating visual literacy?

Comic Zine Unit

- Using the Handout on Unit building, work with your group to design a Unit based on the materials you have collected during this session and the various evidence you created.

Note research, thought process/inquire are valuable parts when assessing growth.

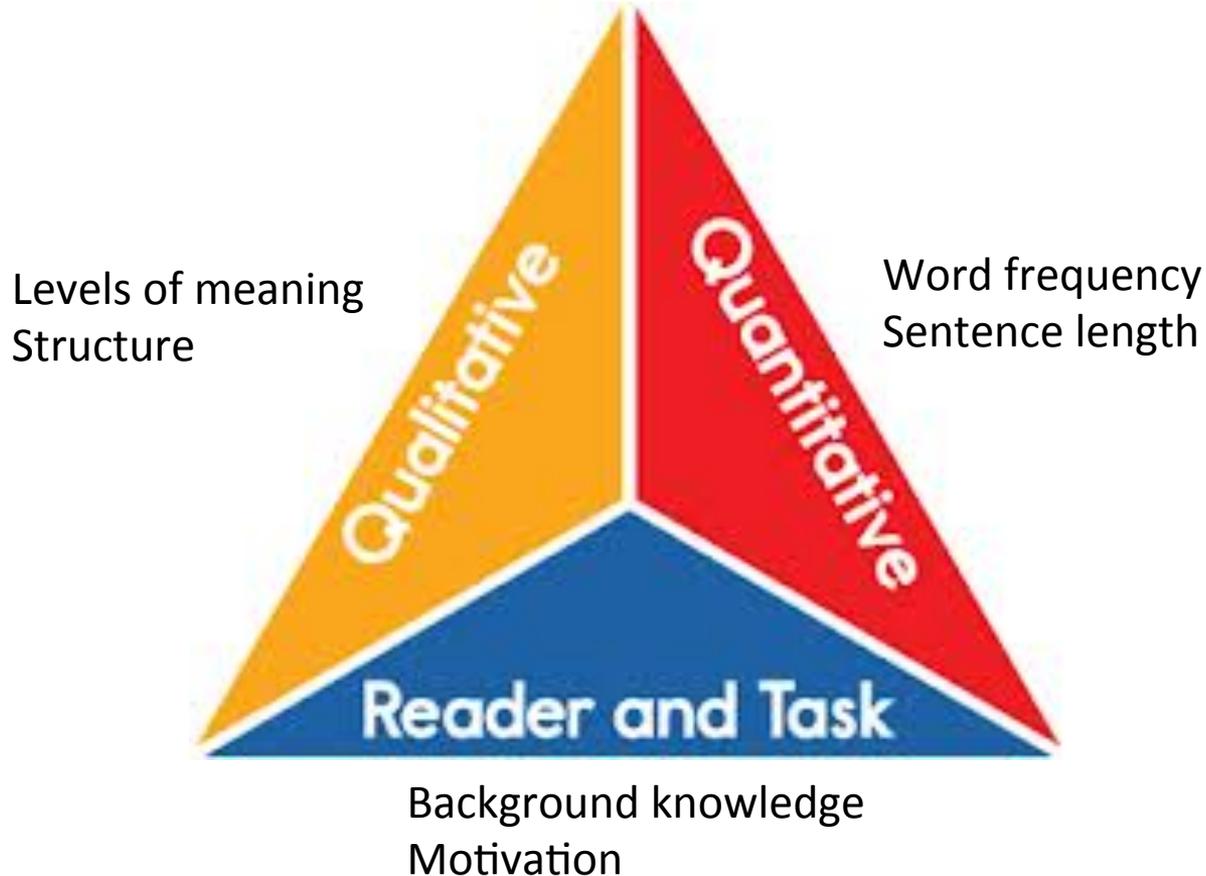
What Does Disciplinary Reading Involve?

Please look over the questions below, with your group share your thoughts on how your Zine project reinforces the information presented.

- strategic examination of information available in various ways
- awareness of discipline-specific nuances
- reading both text and context



Measuring Text Complexity



Just few “Tools” of the Trade

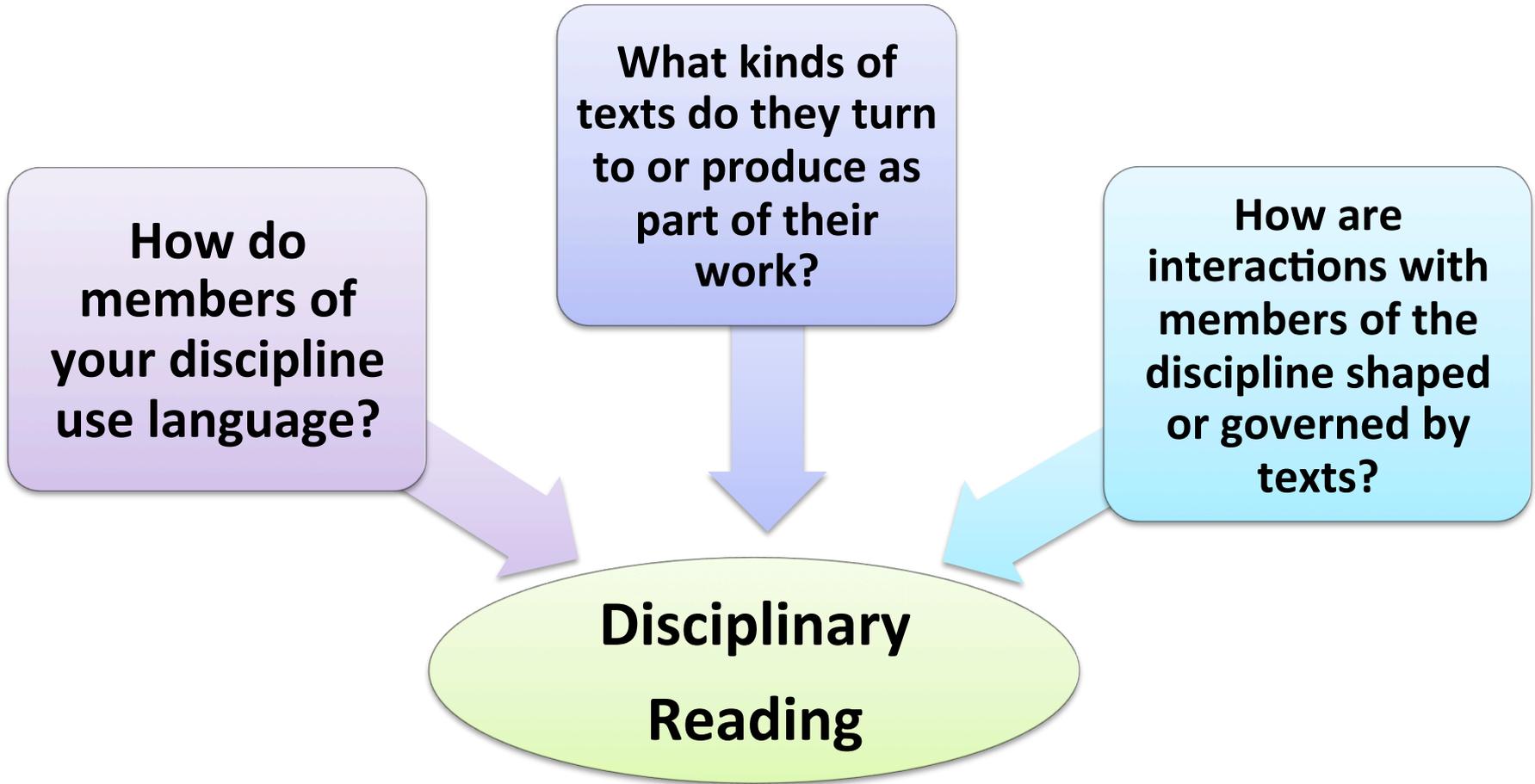


The Lexile[®] Framework for Reading
Matching readers with texts

<http://www.lexile.com>

Created Just for You

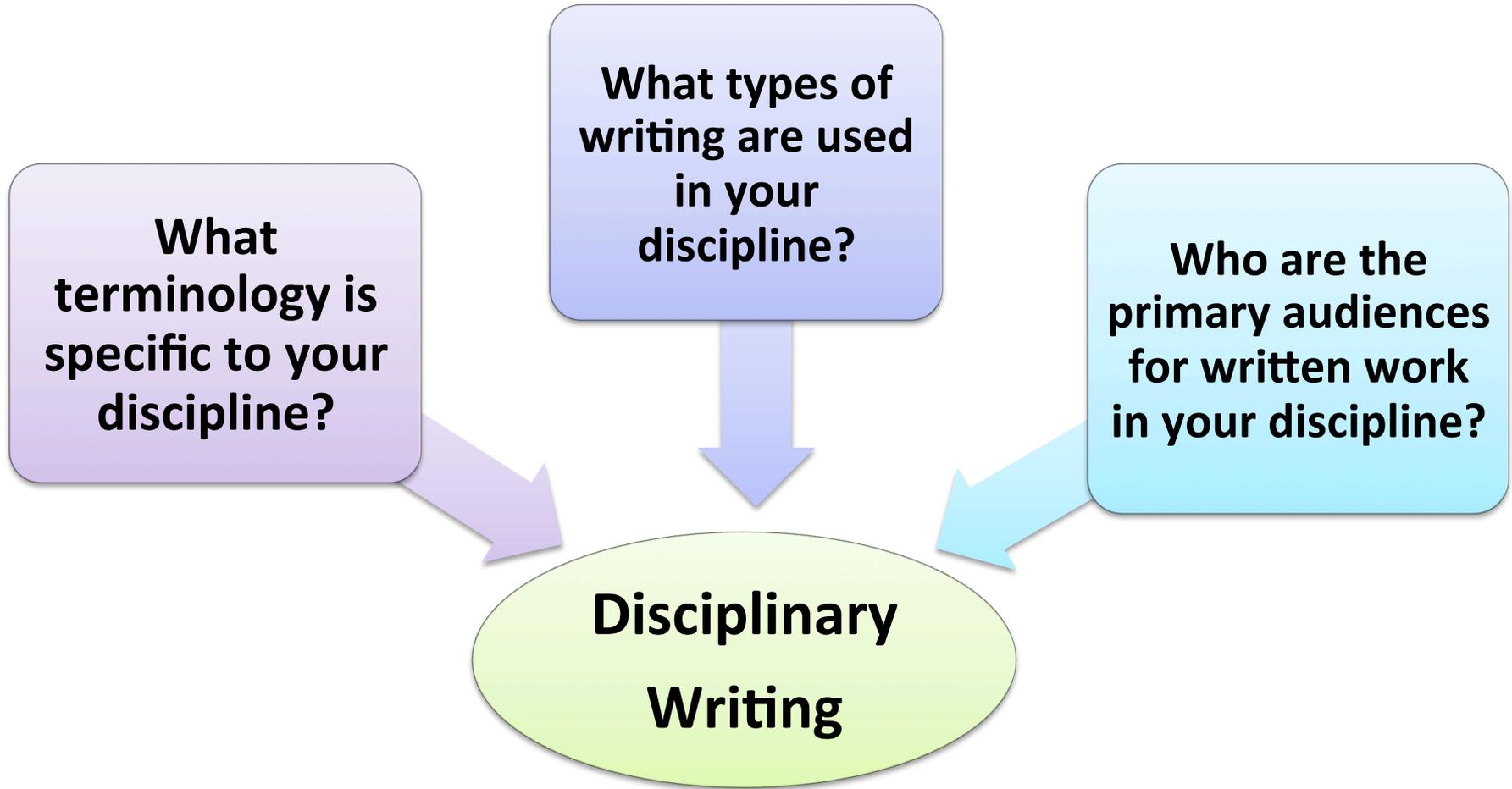
<http://adecreate.pbworks.com>



What does Disciplinary Writing involve?

- choosing words, information, formats, and structures deliberately
- using technology strategically to create, refine, and collaborate on writing
- gathering information, evaluating sources, and citing material accurately





Literacy Design Collaborative



- An instructional system for developing students' literacy skills
- Recommended by ADE as a tool for implementing CCSS in Arkansas
- Information available at local educational cooperatives
- www.literacydesigncollaborative.org

Questions for Discussion

- What does it mean to read, write, and think through a disciplinary lens?
- How do students navigate texts in a variety of distinct disciplines?



Research and Resources

- Common Core State Standards <http://www.corestandards.org/ELA-Literacy/>
- Jennifer L. Altieri, 2011
- Teaching Disciplinary Literacy to Adolescents: Rethinking Content-Area Literacy Shanahan, Timothy; Shanahan, Cynthia, Harvard Educational Review, v78 n1 p40-59 2008
<http://www.shanahanonliteracy.com/2008/01/vita-timothy-shanahan-personal.html>
- “Disciplinary Literacy” and Reading Across the Content Areas. Elizabeth Moje
<http://www.nwp.org/cs/public/print/resource/3041>
- *Classroom Strategies for Interactive Learning*, Buehl, Doug
- Alex Ross, Justice jpg, <http://www.dccomics.com/talent/alex-ross>
- CCSS Appendix A http://www.corestandards.org/assets/Appendix_A.pdf
- Achieve the Core- Literacy Instructional Guides www.achievethecore.org
- Arkansas IDEAS- Disciplinary Literacy Modules
<http://www.shanahanonliteracy.com/2008/01/vita-timothy-shanahan-personal.html>
- <http://www.ascd.org/professional-development/webinars/common-core-webinars.aspx#archived>
- <http://www.parcconline.org/parcc-content-frameworks>
- <http://dpi.wi.gov/standards/disciplinaryliteracy.html>