

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

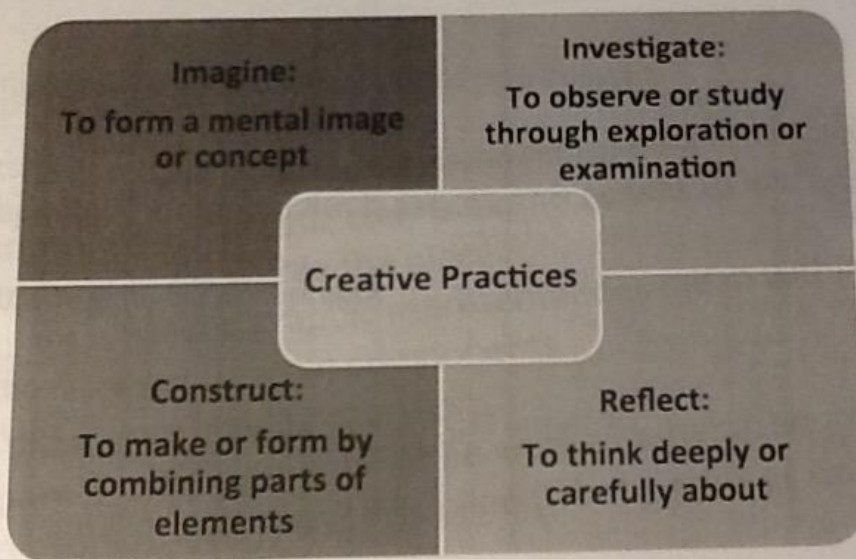
What thinking tools are shared by art and reading?

- 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 elements are shared by art and reading?

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

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.)

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"



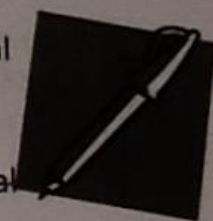
How do we determine appropriate level of nontraditional texts?

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 processes, and 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.

Examples of Traditional Informational Texts for Art

Textbooks

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

Journals/Magazines/Blogs

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

Historical Primary Documents

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

Books

- Biographies of artists

Newspaper articles

- *Reviews of local gallery exhibits*

Multimedia/digital

- *You Tube*
- *ArtsEdge*

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