

If an image is worth a 1,000 words... one person is priceless!

11. Visual Literacy – Artwork

*Review the Senior Years Video Content Summary and go online to the “I can make**Change**” web pages (www.ladybugeducation.ca) to use those Program resources to supplement this strategy.*

- Visual literacy is essential in the 21st century.
- Students learn to process words and pictures, moving between text and images, literal and figurative worlds.
- Visuals are a universal language that bring meaning to life and help students conceptualize solutions to problems.

Teachers can use this strategy to achieve “Viewing” and “Representing” outcomes, using visual materials.

Teacher Notes:

Focusing the Lens

Much of the information in our world is visual. Visual forms of communication use imagery to convey meaning as opposed to words. As more and more information and popular culture is communicated through non-print media (such as television, movies and the Internet), the ability to think critically and interpret the images presented becomes a necessary and valuable skill. Students need to be able to communicate knowledge and be able to devise new ways of presenting insights and understandings. They also need the ability to describe, analyze and interpret visual images.

Visual literacy is the “reading” of visual texts and images.

Typically, a work of art is a composition in which the elements of art (line, shape, space, texture, colour and value) are combined with various principles of design (repetition, rhythm, variety, balance, emphasis and contrast). Exploring and understanding these components of a work of art often help us to gain a deeper understanding and appreciation of the image.

Using the PowerPoint presentation **Homelessness and Poverty: the Artwork of Gerald Folkerts** (which is found on the Supplementary Resource Materials Disc included with this Program), have students view the artwork and then have the students choose one image on which they will “focus the lens.”

Describe ...

COLOUR:

1. Identify two or three of the most dominant colours used in the painting.
 - Are these colours typically warm or cool colours?
 - How do the colours help convey a mood or emotion to the image?

LINE:

2. Are the lines used in this work mostly soft and flowing or harsh and jagged?
 - Why do you think the artists chose to use these kinds of lines?

SHAPE:

3. Identify and describe the various shapes created by the artist.
 - Which shape dominates the painting? What part of the painting is your eye first drawn to? How did the artist make that happen?
 - Tell how some of the other shapes contribute to telling of the story behind this work.

TEXTURE:

4. Look at various shapes and areas of the painting.
 - Has the artist used the same texture(s) throughout the painting or have a variety of textures been used?
 - How would you think the textures would feel if you could touch them?

SPACE:

5. Identify three ways in which the artist has conveyed a sense of space in this two-dimensional image:
 - Size (large/small)
 - Overlap
 - Perspective

VALUE / CONTRAST:

6. Identify areas of the painting where the artist has created a sharp contrast by use of:
 - Colour
 - Shape
 - Lines

Analyze ...

Using **Frame 11-1, Reading the Image**, have students view the painting through critical eyes.

Interpret...

If a Picture is Worth a 1000 Words ... One Person is Priceless.

Have student reflect and respond in writing to five of the following prompts:

- What three to five words would you choose to describe how the artwork makes you feel?
- Look at the title, is it appropriate? Does the title add to the painting's meaning?
- If you could rename the artwork, what would the title be?
- What do you think is the subject's story?

- If the painting could speak, what would it say?
- What sounds do you hear when you view the painting?
- If you could change one thing in the artwork, what would it be?
- What is the important message/issue found in the painting? Is there more than one message? What are they?
- How is the way the issue is shown in the image similar or different from how you see this issue in Canada?
- If you could place yourself in the painting, where would it be? Why?
- How do you think the artist feels about the homeless and poor?

When students have written their journal entries, they can meet in small groups to talk about what they saw, what they noticed in regard to the elements of art and how they interpreted the work. Students could meet in groups with other students who studied the **same** image or with students who studied a **different** image.

Teacher Notes:

Frame 11-1 Analyze...

**Reading the Image
The Artwork of Gerald Folkerts**

What do you notice about the setting?

What kind of questions would you want to ask this person?

What do you notice about the person in the painting?

What emotions does this image trigger in you?