



# READING IN VISUAL ARTS

Disciplinary literacy is defined as the confluence of content knowledge, experiences, and skills merged with the ability to read, write, listen, speak, think critically and perform in a way that is meaningful within the context of a given field.

\*In the arts, the idea of what constitutes texts needs to be broadened to include even more diverse modes of communication such as paintings, drawings, photographs, sculptures, dance movements and musical performances (Moxley 2012).



## MEANING IN IMAGES

A large part of understanding art work is being able to infer and interpret the meaning behind the work and come to personal conclusions about the artist's intentions behind its creation. We put emphasis on reading images with the intention of interpreting meaning to a sophisticated degree. Providing exemplar critical texts in reference to images helps our students to create their own mature opinions.

- Ask questions. Ask 'why?' more than 'what?'
- Think laterally and creatively about the purpose behind the work
- Find underlying messages that evolve as a theme
- Make connections between other texts, concepts and personal thoughts.

- POETRY
- FICTION
- STUDENT ANNOTATION
- ART 'TEXTS'  
(paintings, photographs etc)



## CULTURAL CAPITAL

Visual literacy is an ability to read, write about, and create one's own visual imagery. Crucially, visual literacy focuses on building content knowledge, experiences, and writing skills through learning how to think critically and sensitively about art. The definition of art imagery extends to moving image, sculpture, installation and photography. Being able to critically evaluate art work stems from being able to form and discuss an opinion based on evidence or personal thoughts. This is also

deeply developed through an understanding of cultural capital. Through reading texts related to current affairs; texts which evoke opinions and debate; biographies of artists and craftspeople, students develop cultural capital and learn to critically evaluate and form/discuss their own opinions:

- Use reading as a way to make connections and understand real world issues related to the arts
- Read non-fiction critically, paying attention to the source and reliability
- Summarise and synthesise ideas.

- NEWS ARTICLES
- OPINION PIECES
- ARTIST BIOGRAPHIES
- ART 'TEXTS'  
(paintings, photographs etc)



## INSTRUCTION

Within the visual arts (digital arts in particular), students must learn and embed multiple processes before they master a technique or piece of software. To go alongside teacher demonstrations and to encourage students to continue learning at home, not; learning to read, interpret and understand instructions (including infographics) will enable them to succeed in learning new processes independently:

- Pay attention to detail and think sequentially. Read closely and carefully. Re-read if necessary
- Apply previously learned concepts and processes
- Decipher vocabulary necessary for understanding
- Make meaning out of symbols.

- TUTORIALS
- INFOGRAPHICS
- BLOGS
- VIDEOS
- DEMONSTRATIONS



# DISCIPLINARY LITERACY