



Putting Literacy to Work
Using Literacy Strategies in the
Fine Arts Classroom

Golden Apple
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**Using reading strategies
in the fine arts**

What are your experiences
with literacy in your own
classroom? What do you wish someone
would talk about?

**Defining Literacy
"Historic"**

Vacca and Vacca-6th edition
(2002)

Literacy
"one's ability to read and
write a language"

Content literacy
"the ability to use reading
and writing to learn
subject matter in a given
discipline"

Vacca, Vacca, & Mraz 11th edition (2014)

"Today, however, the dynamic nature of
literacy is such that it encompasses more
than the ability to read and write black
marks on a printed page. Literacy has
come to represent a synthesis of language,
thinking, and contextual practices through
which people make and communicate
meaning."


**Defining Literacy
Current**

Vacca, Vacca, & Mraz 11th edition (2014)

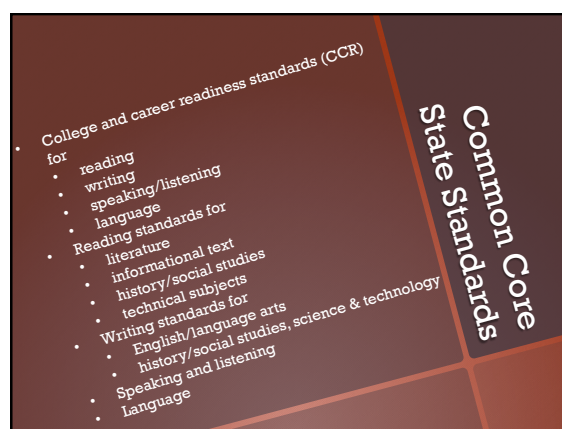
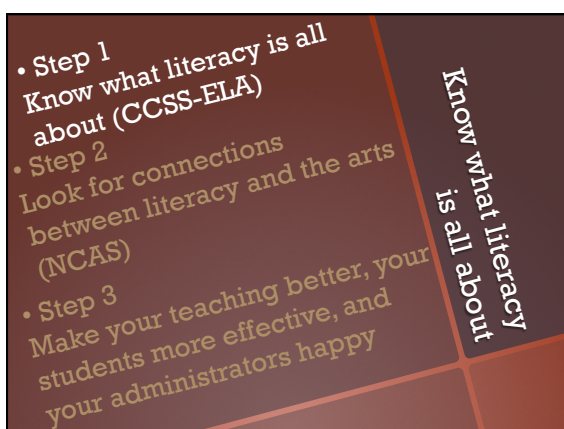
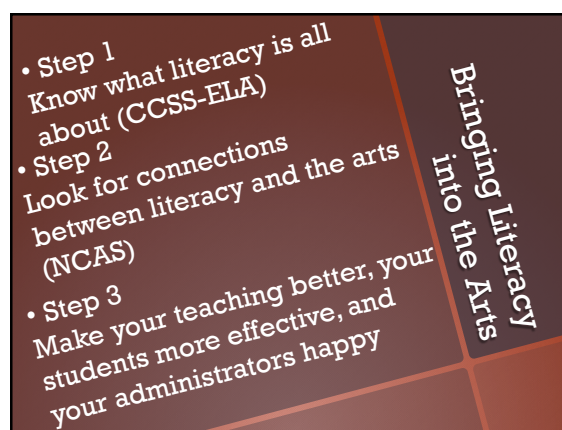
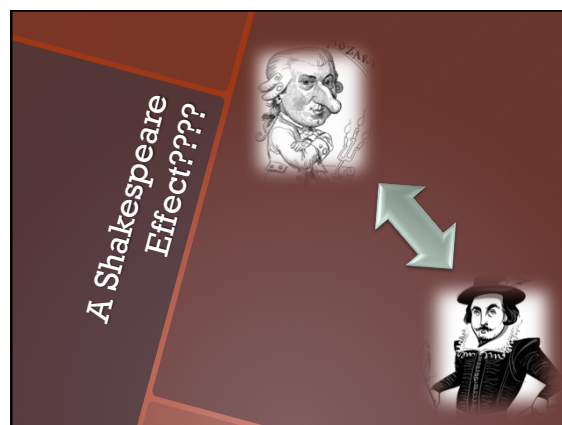
**"Texts include not only print forms of
communication but also nonprint forms
that are digital, aural, or visual in
nature."**

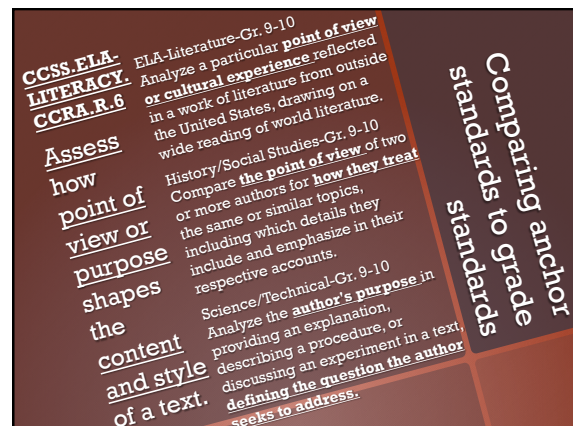
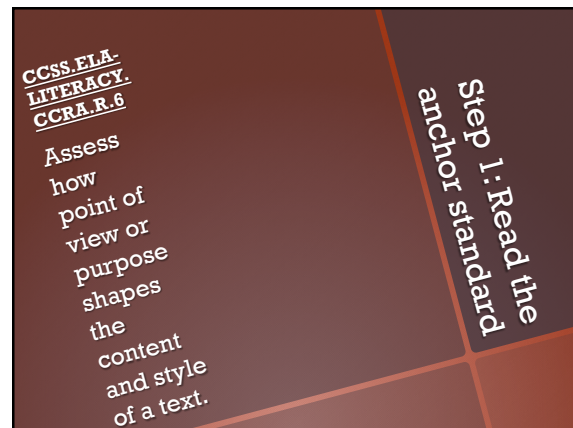
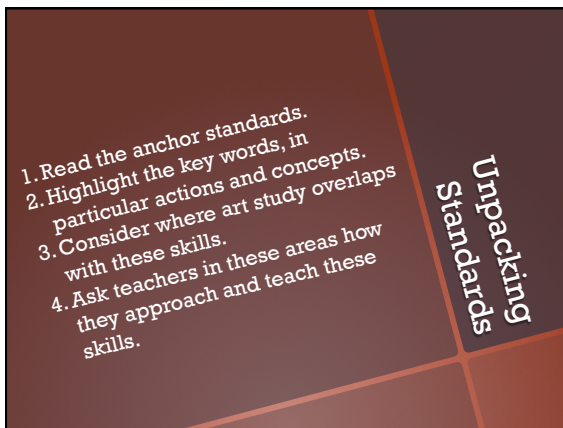
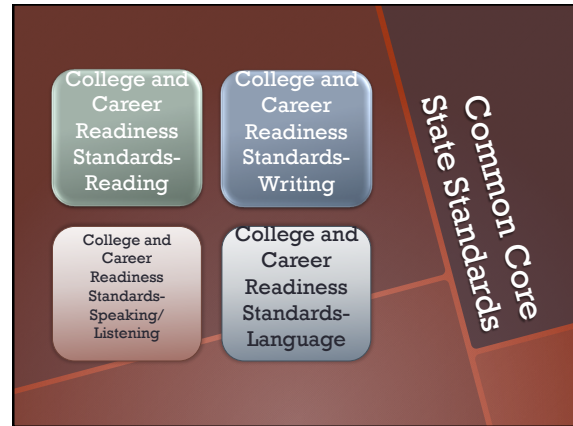
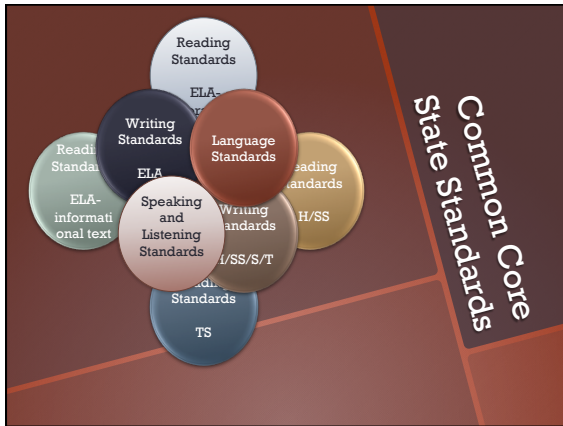
**Defining Literacy
Current**

Overlap
Precision
Emotion
Repetition
Attention



OPERA Hypothesis





CCSS.ELA-LITERACY.CCRA.R.6 H/SS-Gr. 6-8 Identify aspects of a text that reveal an **author's point of view or purpose** (e.g., loaded language, inclusion or avoidance of particular facts).

Assess how **point of view or purpose** shapes the **content and style** of a text.

History/Social Studies-Gr. 9-10 Compare the **point of view** of two or more authors for **how they treat** the same or similar topics, including which **details they include and emphasize** in their respective accounts.

H/SS-Gr. 11-12 Evaluate authors' **differing points of view** on the same historical event or issue by assessing the authors' **claims, reasoning, and evidence**.

Comparing anchor standards to subject standards

CCSS.ELA-LITERACY.CCRA.R.6 How/Where/When do we discuss point of view or purpose?

Assess how **point of view or purpose** shapes the **content and style** of a text.

How/Where/When do we discuss content and style?

Step 3: Consider overlap with the arts

4 Artistic processes

- Create
- Perform/Present/Produce
- Respond
- Connect

Anchor Standards NCAS:

Artistic process

Anchor Standard

Grade level HS Mastery level

Anchor Standard

Grade level HS Mastery level

Anchor Standard

Grade level HS Mastery level

Respond

7. Perceive and analyze artistic work

8. Interpret intent and meaning in artistic work

9. Apply criteria and meaning in artistic work

Anchor Standards NCAS:

Visit <http://www.nationalartsstandards.org> for subject and grade level standards

Get into small groups and unpack 3 standards from reading and writing standards.

1. Read the anchor standards.
2. Highlight the key words, in particular actions and concepts.
3. Consider where art study overlaps with these skills.

Report back to the full group.

Unpack a standard

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

#2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

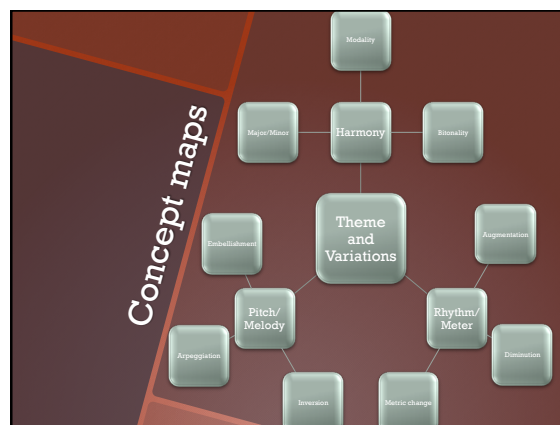
#3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Key ideas and details CCSS:

First Suite in E-Flat (1909)
Gustav Holst

• Where should we place phrase breaks from the beginning to A?

Allegro moderato.



Other approaches:
Key ideas and details

- Theme study
 - Main themes
 - Transitional relationships
 - Thematic transformation
 - Programmatic representation
- Student workshops
 - Student-run clinics
 - Student interpretations
 - Peer coaching on solo repertoire

#4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyzing how specific word choices shape meaning or tone.

#5 Analyze the structures of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.

#6 Assess how point of view or purpose shapes the content and style of a text.

Craft and structure
CCSS:

Pre-reading/
Sight reading

Pre-reading	Sight reading
Look at: <ul style="list-style-type: none"> • Major headings • Overall structure • Phenomena (highlighted words, bulleted lists, illustrations, charts, etc.) Consider: <ul style="list-style-type: none"> • Important themes • Anticipation of relationships and areas of confusion 	Look at: <ul style="list-style-type: none"> • Key/time signature • Structural components • Phenomena (repeated patterns, unusual markings, etc.) Consider: <ul style="list-style-type: none"> • Main themes • Anticipation of possible issues in performance

Affanato N. M. 4-54 (1903)


Affanato

Misspelling of Italian affannato

"Breathless, in a suffocating or anguished manner"

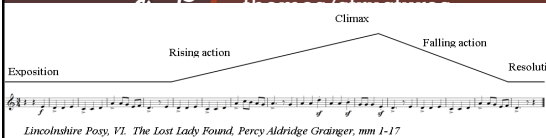
Structure/Purpose: RAFT

Role
Audience
Format
Topic
 Battle Hymn of the Republic (1944)
 arr. Peter Wilhousky



Other approaches: Integration of knowledge and ideas

- Graphic illustration of themes/structures



Exposition Rising action Climax Falling action Resolution

Lincolnshire Posy, VI. The Lost Lady Found, Percy Aldridge Grainger, mm 1-17

Integration of knowledge and ideas

CCSS:

#7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as words.

#8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the text.

#9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Comparison/Contrast

Providence Unfinished (2002)
 David Holsinger

On the Transmigration of Souls (2002)
 John Adams

Similarities:

- *Bombastic opening
- *Traditional notation
- *Angry sounding

Differences:

- *Use of ostinato
- *Rich dissonance
- *Chorale ending
- *Ambiguous meter and timbre
- *Use of recorded sound
- *Reflective opening

Primary Sources

Folk Song Suite (1924)
 III. Folk Songs from Somerset
 Ralph Vaughan Williams

Blow Away the Morning Dew
 High Germany

History The Trees So High
 Folk songs from Somerset

Oh Polly love, Oh Polly
 The rout has now begun
 And we must go a-marchin'
 At the beating of the drum,

So dress yourself all in your best
 And come along with me
 I'll take you to the war, my love
 In High Germany.

Other approaches: Integration of knowledge and ideas

- Concert/Show reviews
 - Specific opinions
 - Detailed support
- Student composition
 - Art/history/literature inspired
 - Music imitation/reaction
- Multiple interpretations

CCSS:
Range of reading and
level of text complexity

#10 Read and comprehend complex literary and informational texts independently and proficiently.

CCSS:
Text types and purposes

#1 Write argument to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

#2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

#3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Other approaches:
Text types and purposes

- Critiques/Peer evaluations
- Creative proposals
- Propaganda
- Exploratory projects

CCSS:
Production and distribution of writing

#4 Produce clear and coherent writing in which the development, organization, and style are appropriate to the task.

#5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

#6 Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.

Other approaches:
Production and distribution of writing

- Workshops
- Self-evaluations of progress
- Revision of creative works
- Creative technologies

CCSS:
Research to build and present knowledge

#7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

#8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

#9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Other approaches:
Research to build and
present knowledge**

- Create with a purpose
- Research purpose/influence
- Connect background details to art studied
- Discuss art in context with history/culture/politics

**CCSS:
Range of writing**

#10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Phases of literacy

- Before reading
- During reading
- After reading

Before reading

- Activating prior knowledge
- Curiosity
- Prediction
- Early reading
- KWL
- Discussion webs
- Reading guide

During reading

- Developing vocabulary
- Word exploration
- Context
- List-Group-Label
- Structure/Form
- Graphic organizers
- Cognitive mapping
- Theme & support

After reading

- Extension/Application
- Critique
- Imitation

