

Title of Session: Arts and Literacy - Visual Literacy

Moderator: BJ Berquist

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Room: After School Online

BJ: Let's start with introductions and, hopefully, any latecomers will be here ...

BJ: I'm an art teacher in Pennsylvania and a helpdesk volunteer for Tapped In

KimberlyJ: I'm a seventh and eighth grade reading teacher in Oklahoma and work on a double master's.

MaryFT: preservice teacher technology instructor at University of Houston

BJ: What I try to do during all the Arts and Literacy interdisciplinary discussion is help participants learn to 'read' visual images. This ability is known as Visual Literacy.

BJ: This specific discussion will focus on paintings and the information that is communicated in the artwork

BJ: anyone want to give me a definition of communication?

AmyAlv joined the room.

BJ . o O (wild guesses are welcome ;-))

MaryFT: using available media to convey a message

BJ: Hi, Amy. Glad you got back

KimberlyJ: the ability to effectively share ideas with others.

BJ: Amy, can you quickly introduce yourself to the group?

AmyAlv: I'm an ELD teacher from the Imperial Valley.

BJ: Amy, we're trying to come up with a definition for communication

BJ: so far we have convey a message and share ideas

AmyAlv: to be able to carry on a two-way dialogue that both people understand and relate to

BJ: excellent input from all of you! Here is my definition:

BJ: Communication is an expression of thoughts, ideas, viewpoints, opinions and feelings.

BJ: comments?

HarmonT joined the room.

BJ: Hi, Harmon. Welcome to the discussion

AmyAlv: Your definition seems to sum up what we have said.

KimberlyJ: not always verbally-correct

SusanR joined the room.

HarmonT: thanks

SusanR waves to all

BJ: Hi, Sue. Glad you could make it

SusanR: Glad to be here.

AmyAlv: Kimberly, you're right. communication takes many forms.

BJ: for those that just arrived...we are going to be discussing communication

BJ: I submitted my definition: Communication is an expression of thoughts, ideas,

viewpoints, opinions and feelings.

BJ agrees that communication can be in many forms

KonradG joined the room.

BJ: We communicate through reading, writing, body language, music, drawings and paintings and visual images.

AmyAlv: True, also the sound and intonation of our voice can give a message

BJ: what is an example of communicating through body language?

BJ: Hi, Konrad

TracyMS joined the room.

SusanR: drama

HarmonT: rolling eyes

SusanR: mime

AmyAlv: Folding your hands across your chest

KonradG left the room.

BJ smiles...relate it to music

KimberlyJ: stance, body position to person, your openness

BJ . o O (although all of what you have said is correct)

KimberlyJ: Often my tastes in music vary with my mood. What I play or listen to will depend on how I feel and my personal needs at the moment.

BJ: and what about when you watch someone dance, Kimberly?

AmyAlv: So how does that relate to communication?

HarmonT: posture is important in music - and that sends a message

BJ: do you think that moods are communicated through dance?

KimberlyJ: Depends on what their purpose is in dance.

BJ . o O (which is body language)

AmyAlv: Dancing seductively would definitely send a message to someone.

BJ: what about when you hear a saucy salsa rhythm?

BJ . o O (can you keep still? I sure can't!)

AmyAlv: I feel like getting up and joining in!

BJ chuckles...yep...body language is an important form of communication

AmyAlv: Music can make a person feel so many different emotions

BJ . o O (but we are going a little off topic...)

BJ: which is my fault!

BJ: We receive our information about the world around us by reading newspapers and magazines, watching TV and movies, and viewing multimedia images.

BJ: We are constantly being bombarded by visual images....billboards, posters, advertisements.

BJ . o O (and music on the radio)

KimberlyJ: Some good and some bad, depending on your view.

BJ: To effectively interpret this flood of visual information we must not only learn some of the visual cues the artist uses, ...

BJ: but we also have to consider that all interpretation will be based on prior knowledge and experience.

BJ: Let me give you an example...

BJ: what do you think of when I say APPLE?

AmyAlv: computers

HarmonT: my Mac

SusanR: Macintosh computer

BJ laughs

MaryFT: golden delicious, granny smith, apple pie a la mode

BJ: now we're REALLY talking prior knowledge

BJ: thanks, Mary...that was more what I had in mind

BJ: when you think of the apple as a fruit, do you picture in your mind the color, texture, smell, shape of the apple?

AmyAlv: Yes

MaryFT: yes

KimberlyJ: you received a visual

SusanR: yes

AmyAlv: I always think of what a perfect apple would taste like

BJ: so all of you are familiar with 'apple' as an object...

BJ: If I say, "I'm cutting the apple with a sharp knife, does that enhance your image of the apple?"

BJ: Do you see the juice dripping from the knife and smell the sweet fragrance of that apple?

AmyAlv: it create a bigger mental picture

SusanR: a sweet smell

MaryFT: not just visually but with a sound

BJ . o O (have you added movement to the image?...ahh and sound! good.)

BJ: If you have little or no experience with apples and have never observed one being sliced, you have no prior knowledge of the object...

AmyAlv: Of course you see the knife slicing into the apple

BJ: and your interpretation of the visual image will be limited.

BJ: Artists communicate with visual images. These images may be abstract, realistic, or any number of styles.

BJ: They include color, line, shape, texture, shade and form . The pictures may be a 'snapshot' of an event or may use line to show movement of the images

BJ . o O (such as an apple being sliced)

BJ: By observing style, color, and items included in a picture, you can find clues to the political and cultural ideology the artist is communicating

BJ: any questions so far?

AmyAlv: no

KimberlyJ: continue

BJ: I'm going to be showing you a page from the Barnes Foundation...

BJ: Kids page What do you see when you look at a painting?

BJ: http://www.barnesfoundation.org/ed_g_k_main.html

SusanR . o O (conjures up an image of a still life)

BJ: click on the link to open a new window. Take a few minutes to look at the pages of the site and then come back to this window

BJ: please let me know when you're ready to continue.

AmyAlv: I've never really looked at art from so many different angles.

BJ: Amy, you've made my day :-)

HarmonT: ok

BJ waits till everyone is ready to continue

BJ: Thanks, Harmon

SusanR: didn't realize that these elements of design are called "plastic elements"

TracyMS: ok

BJ nods to Sue.

BJ: Thanks, Tracy. Mary, are you back yet?

MaryFT: I'm here...just thinking about the types of questions the guide was asking

BJ . o O (remember that all the URLs will be in your transcript when you log out)

BJ: some of the questions really make you LOOK at a how a picture is constructed, don't they?

AmyAlv: Definitely!

TracyMS: Very interesting!!

BJ: now to see some other things that are being communicated...

BJ: Paintings, music, and architecture can reflect the culture during which they were created.

AmyAlv: The questions guided me to look at the pictures in ways I wouldn't before

MaryFT: they make you go beyond the basics of who and what

BJ: I'm going to show you another URL...

BJ: Artcyclopedia

BJ: <http://artcyclopedia.com/>

BJ: click on the MONTHLY article in the left menu

BJ: and read the paragraph that starts: While Beckmann was a man of his time, he did not fit his time....

BJ: <http://www.artcyclopedia.com/feature.html>

VennyS joined the room.

BJ bows to Venny. Welcome

VennyS bows to BJ

BJ: Venny, we are looking at <http://www.artcyclopedia.com/feature.html>

VennyS: think Mad Max

BJ: what time in history does Mad Max paint?

BJ . o O (and from what point of view?)

MaryFT: 1st half of 21st century

HarmonT: 20th cent

AmyAlv: pre-WWI

BJ: lots of political ideology reflected in Max's work do you think?

KimberlyJ: yes

SusanR: He was influenced by the philosophers and psychologists of his time.

AmyAlv: doesn't the article talk about how he wanted to depict tragedy?

BJ: This kind of topic is obviously for older students...

BJ: but art is a great way to look at the time in history through someone else's eyes

KimberlyJ: yes, Amy and destiny of man

BJ: Artcyclopedia has many images for you to use this way

AmyAlv: Well, its important to show student different viewpoints and sometimes the textbook just doesn't cut it.

BJ: exactly, Amy

BJ: Another resource for locating images is Best of History Websites/Art History

BJ: <http://besthistorysites.net/ArtHistory.shtml>

BJ . o O (I know I'm not allowing you to go into in depth discussion about individual topics...please let me know if I'm going too fast)

MaryFT: Wow! Bj this looks like a great resource :)

BJ: since I've titled this discussion Arts and LITERACY, I hope you all see lots of opportunity for students to not only acquire visual literacy, but translate the visual to writing

KimberlyJ: BJ can you tie in the concepts by taking words from a text to have students create a visual image or to create written expressions from the art or music or am I on the wrong track here?

AmyAlv: For me, visual literacy is always the first step with ELD students, then we can move on to other areas like writing

BJ: Oh, Kimberly, that would be wonderful!

BJ nods to Amy. Not only should students be able to take pictures and put them into words...

BJ: they should also be able to take words and put them into an artistic form of communication...like drawing or music lyrics

AmyAlv: Music lyrics seem to be popular with the age group that I teach--junior high

BJ: may I go off in another direction now?

KimberlyJ: yes, and I fear some adults tend to misjudge the lyrics of our Jr. High Student's music

HarmonT: sure

KimberlyJ: Go BJ

BJ: How many of your students have played with toys?

BJ . o O (how many of you have played with toys?!)

KimberlyJ: all

AmyAlv: This may be off topic, but once I had my students draw along with a haiku they wrote and my principal wasn't supportive of the drawing part

KimberlyJ: What was the principal's argument?

SusanR: All students do

BJ: too bad, Amy...I'm glad you did that with your students

AmyAlv: That drawing wasn't part of the standards, Kimberly

BJ: au contraire, Amy...there are national art standards....

KimberlyJ: Well, it is an Art standard in Oklahoma and shows cross curricular work!

AmyAlv: Good point, I'll use that next time :)

KimberlyJ: You were just ahead of the time:)

BJ: and you also have to support the different learning styles of the students...some learn better with art

KimberlyJ: Only if you are student focused BJ

AmyAlv: You guys ROCK!

AmyAlv: I had so much fun, but I've got a summer class to run off to. Thanks!

BJ: <http://www.toymuseum.com/>

BJ: the toy museum is a wonderful way to have the kids relate to children of another era

MaryFT: thanks for the dialogue...I've got to run

MaryFT left the room (signed off).

KimberlyJ: Great site!

BJ: thanks, Kimberly

TracyMS: What a great idea!

BJ: thanks, Tracy. It's a fun place and the kids really relate

BJ: one more before I lose any more participants:

BJ: little museums

BJ: <http://www.littlemuseums.com/>

BJ: lots of cross disciplinary topics from this site

BJ: why was a product designed the way it was? How did the owner use it?

SusanR: nice tie in with social studies

BJ . o O (and science)

KimberlyJ: How COOL!

BJ: I have three things to tell you and then I'll take questions

BJ: A site that helps to explain the importance of teaching visual literacy: The 4th R

<http://uashome.alaska.edu/~jfjbo/fourthr/>

BJ: A related discussion will take place in Tapped In on Thursday, August 7. The panel discussion on Multimedia in the Art Classroom that took place during the Tapped In Festival will focus on some of the topics that were introduced at that time.

BJ: There will also be a tutorial for ArtsConnected, a program that allows you to create your own museum exhibit, on Tuesday, August 12.

BJ: any questions?

KimberlyJ: Great Job BJ, Thanks for all the wonderful information.

BJ . o O (Arts and Literacy is always the first Monday of the month)

BJ smiles happily. You're welcome, Kimberly

TracyMS left the room (signed off).

HarmonT: Are you aware of any sites that include music?

KimberlyJ left the room (signed off).

SusanR: Thanks BJ! This was a lively discussion.

BJ: Harmon, we didn't have a chance for you to introduce yourself. Yes, I have some music sites...just a sec

BJ: thanks, Sue

BJ: Library of Congress is your best bet for American music

HarmonT: k

BJ: but I'll show you my backflip page

BJ: there is a folder for music

BJ: <http://www.backflip.com/members/bjberquist>

HarmonT: great thanks

BJ: thanks for joining the discussion :-)

BJ: are you a music teacher, Harmon?

HarmonT: ok, thanks I'll look those pages

HarmonT: yes, middle school

BJ: cool...you could probably give me some sites!

SusanR: Today students need to process visual images efficiently and understand the impact they have on them.

BJ agrees with Sue

SusanR: You may find some useful sites here

<http://www.backflip.com/members/sroseman/11334984/sort=0/>

HarmonT: I like Lincoln Center because there's video clips of performances

BJ: Sue led a discussion on music last month, Harmon

BJ: have you seen the Dallas Symphony site, Harmon?

HarmonT: great - I'll have to drop in on a future discussion

HarmonT: no, I don't think I have

SusanR: For K to 3+ students.. you may find some resources for middle school

BJ: http://www.dsokids.com/2001/rooms/DSO_Intro.html

SusanR: That's an outstanding resource for all age levels

BJ nods

HarmonT: interesting

BJ: I think one of the urls I gave you earlier also has links to music, Harmon

BJ . o O (or music resources...)

HarmonT: ok, thanks, gotta go - take care

BJ waves goodnight

SusanR: Thanks again BJ.

HarmonT left the room (signed off).

BJ: thanks for joining me, Sue