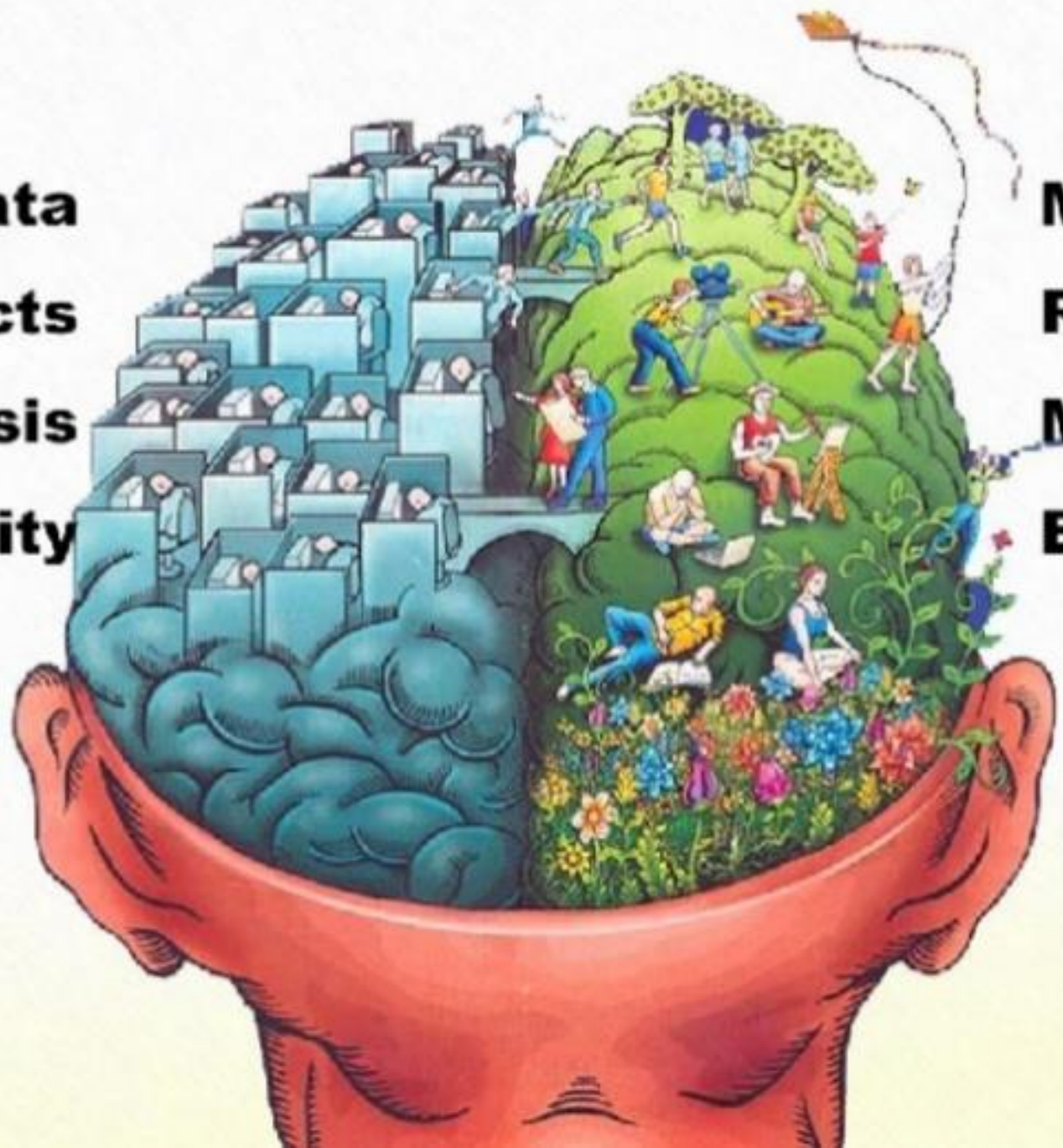


Visual Literacy

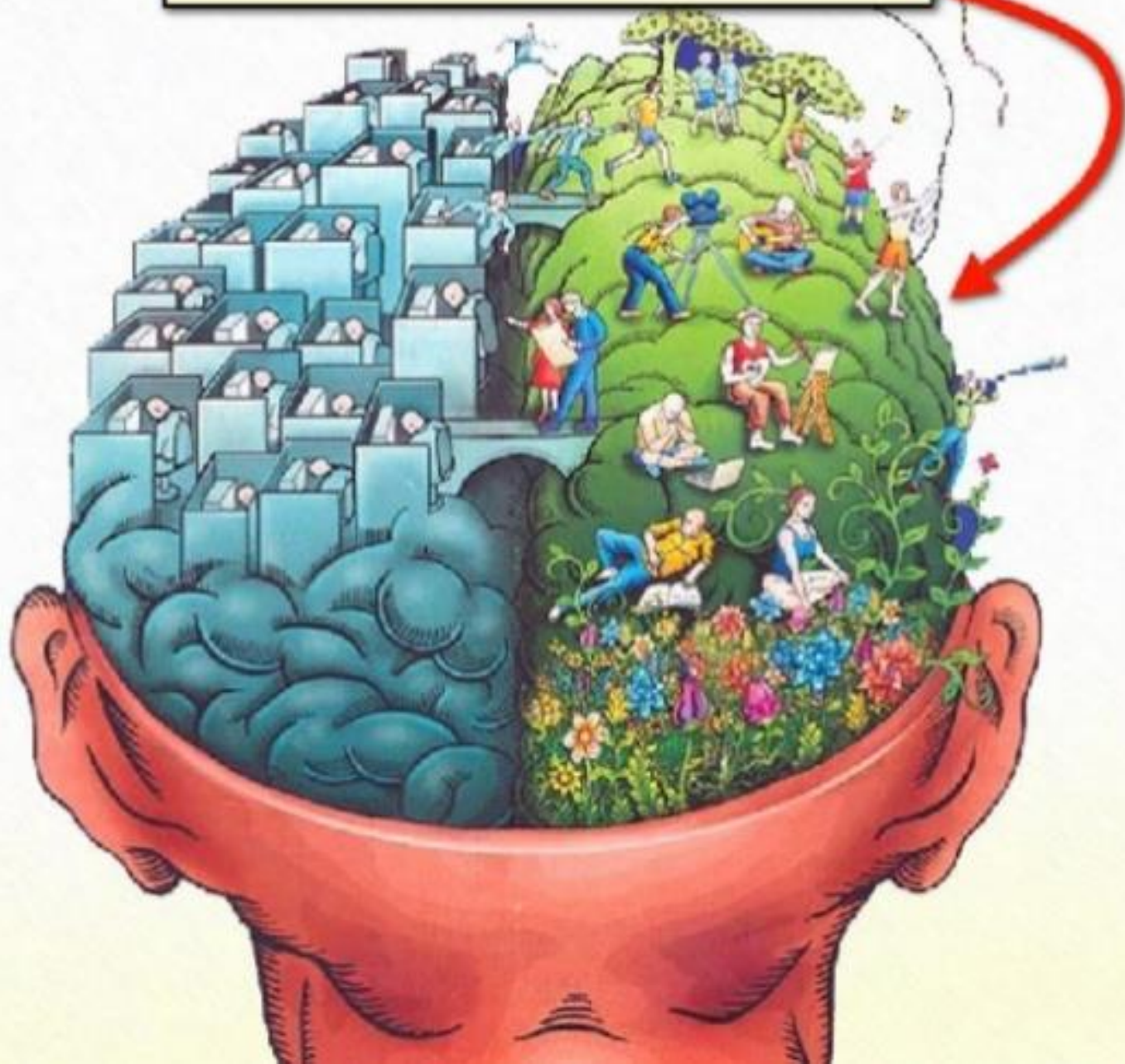


Data
Facts
Analysis
Dexterity

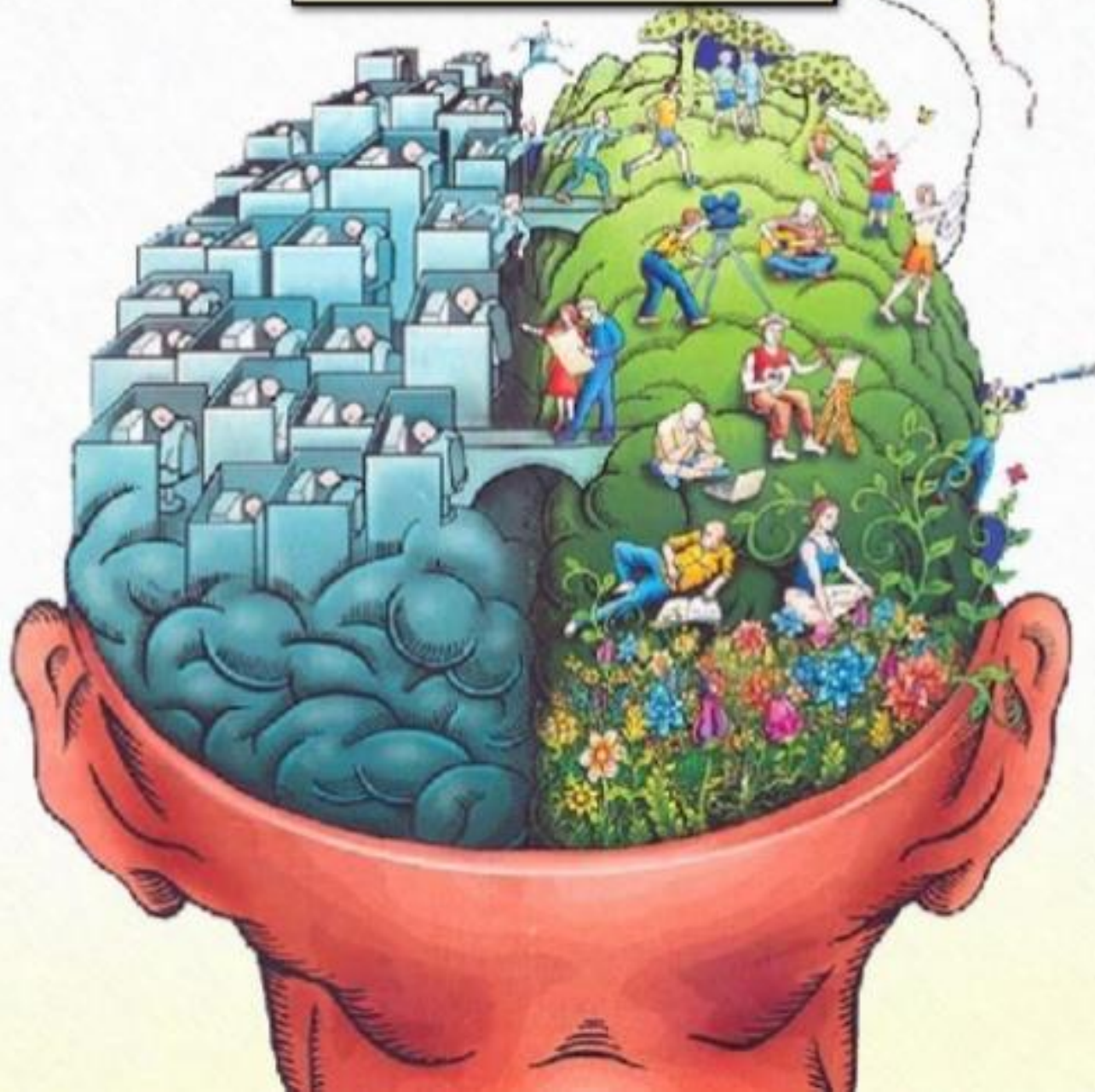


Mood
Romance
Music
Emotion

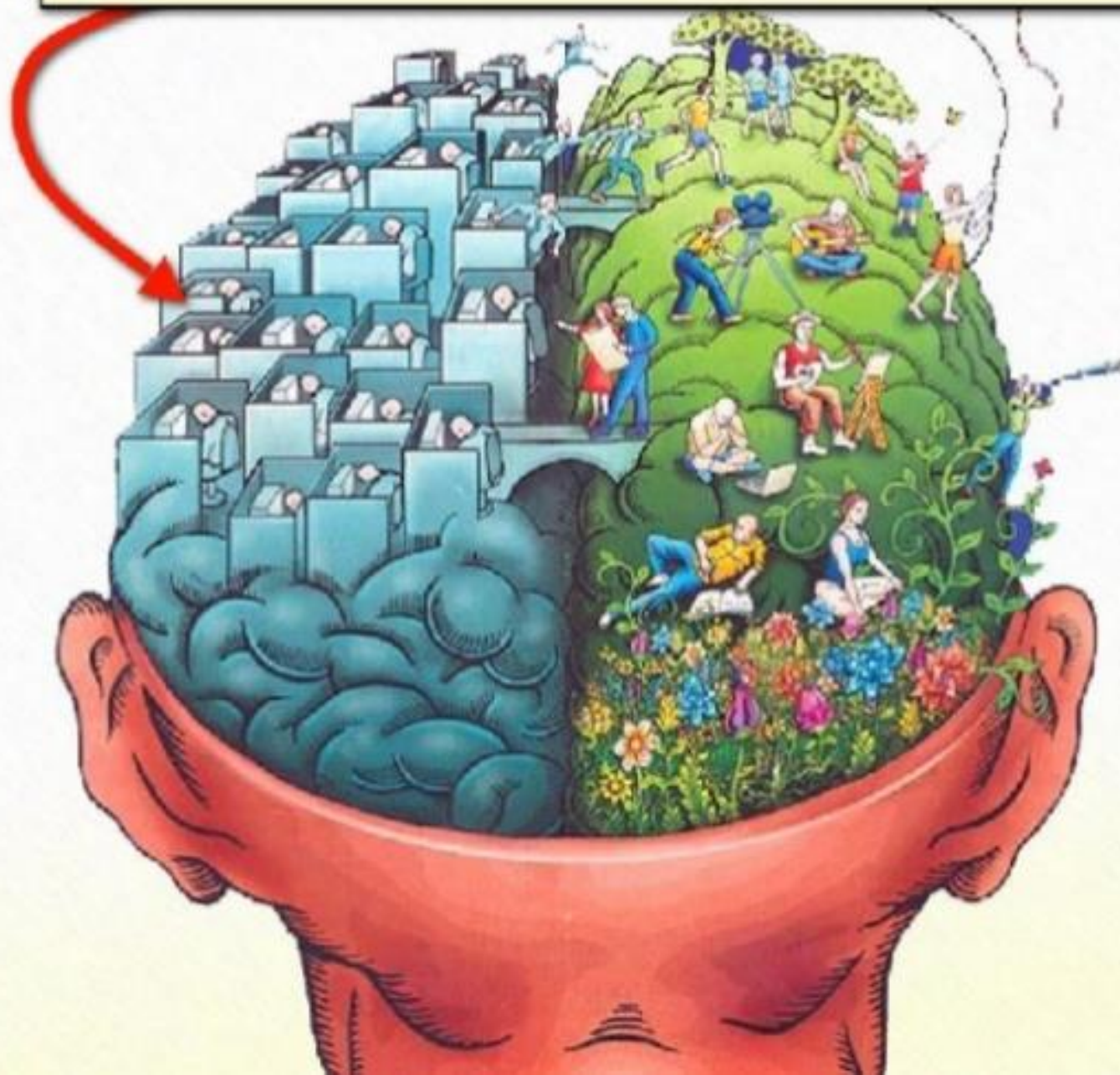
I CAN LISTEN TO YOU



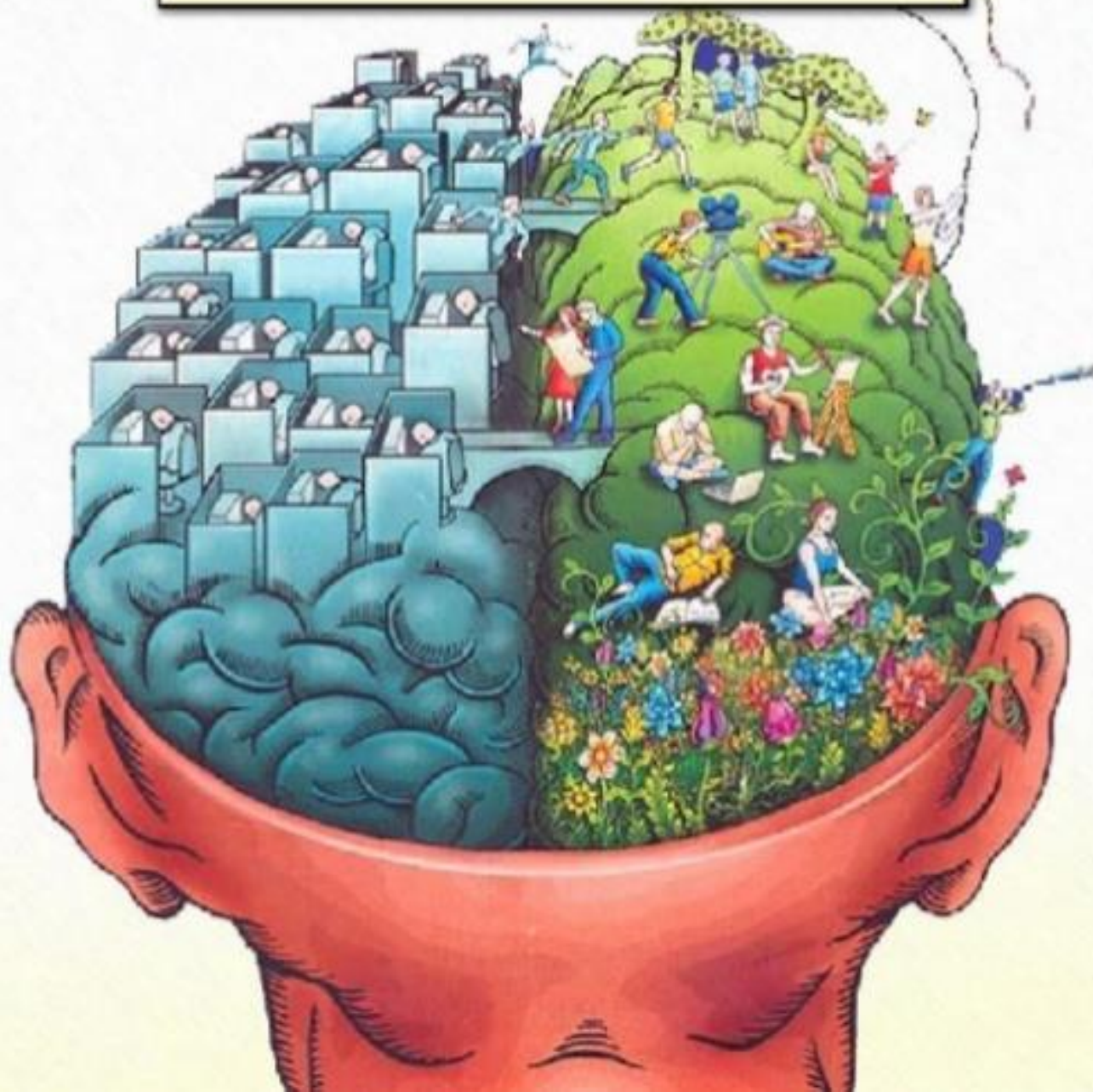
OR



I CAN READ WHAT'S ON SCREEN



BUT I CAN'T DO BOTH



Look at the chart and
say the COLOUR not the word.

YELLOW	BLUE	ORANGE
BLACK	RED	GREEN
PURPLE	YELLOW	RED
ORANGE	GREEN	BLACK
BLUE	RED	PURPLE
GREEN	BLUE	ORANGE

LEFT – RIGHT CONFLICT

Your right brain tries to say the colour but
your left brain insists on reading the word!

Visual literacy is the ability to see, to understand, and ultimately to think, create, and communicate graphically.

Generally speaking, the visually literate viewer **looks** at an image **carefully, critically, and with an eye for the intentions of the image's creator**. Those skills can be **applied** equally to any type of image: photographs, paintings and drawings, graphic art (including everything from political cartoons to comic books **to illustrations in children's books**), films, maps, and various kinds of charts and graphs. All convey information and ideas, and **visual literacy allows the viewer to gather the information and ideas contained in an image, place them in context, and determine whether they are valid**.

Students watch 22 000 hours of television before they finish high school. They spend only 12 500 hours in the classroom.



<http://gamepolitics.com/files/blogimages/kidwatchingtv.jpg>

“Of course it’s true – I saw it on TV.”



“Advertising doesn’t make me buy anything!”





“I can find all the answers on the web.”



“I want to be just like her – the girl in the magazine.”

Do your students BELIEVE everything they SEE, read, and hear in the media?

Do you?

Isn't it time they learned how to navigate the sea of media messages?

http://youtu.be/S_vUIYOmJM

Students remember...

___% of what they read

___% of what they hear

___% of what they see

___% of what they see and hear

___% of what we see, hear, and discuss

___% of what we see, hear, discuss, and practice

Students remember...

20% of what they read

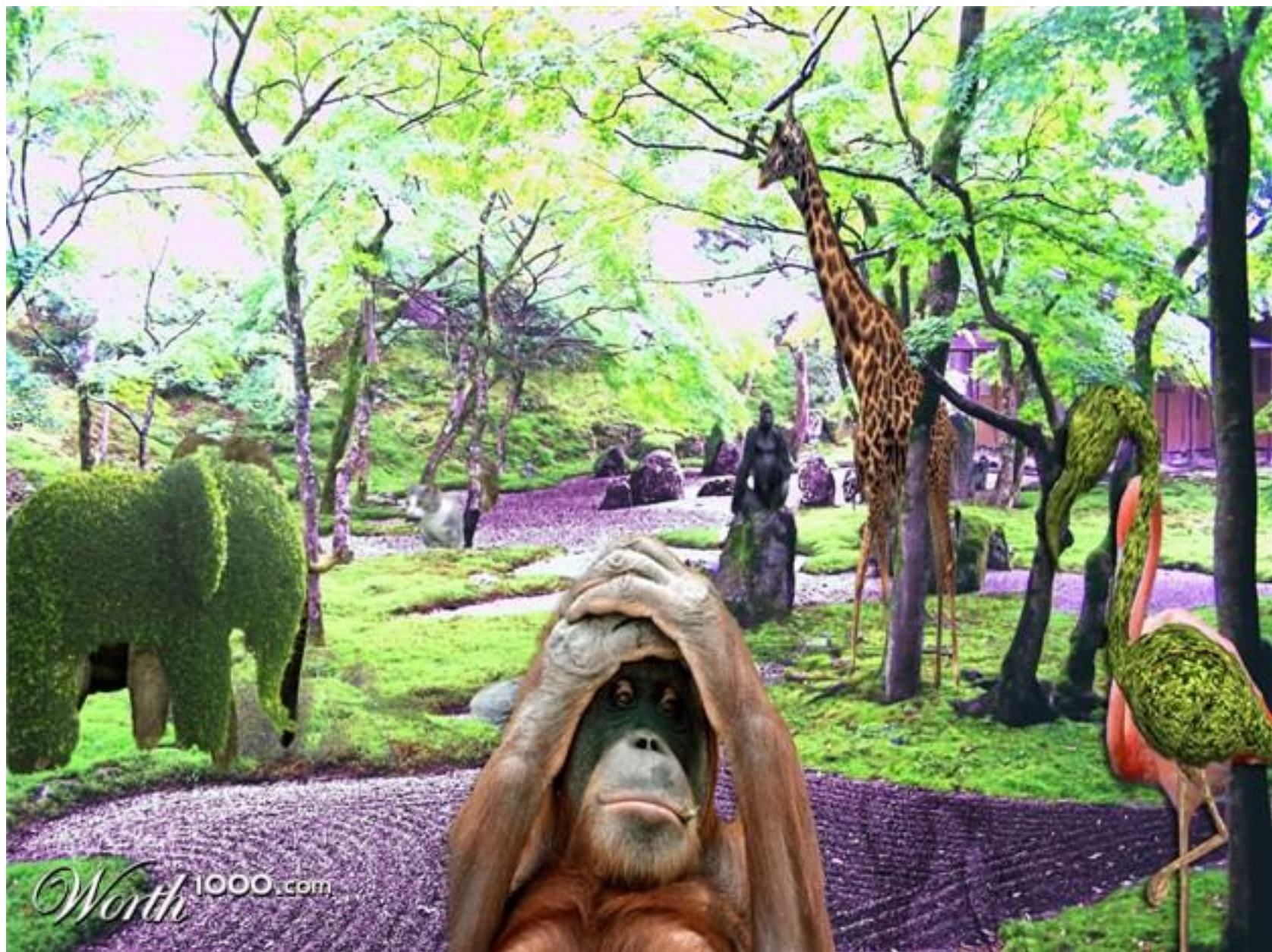
20% of what they hear

30% of what they see

50% of what they see and hear

70% of what we see, hear, and discuss

90% of what we see, hear, discuss, and practice



Worth 1000.com



Worth 1000.com



Worth 1000.com



Worth1000.com





Worth 1000.com

V I S U A L

L I T E R A C Y

T E S T

1.



2.



3.



4.



5.



6.



7.



Answers:

1. Palm pilot
2. Light beer
3. Dandelion - Dandy lion
4. Egg plant
5. Dr. Pepper
6. Whole milk – Hole milk
7. iPod

Visual images are fast becoming the most predominant form of communication.

Visual genres and mediums now dominate communication; photographs, television, film, video, the internet, cartoons, posters, t-shirts, comics, multi media presentations and computer simulations.

Sankey, 2002.

Why does context matter?

We will do an experiment. $\frac{1}{2}$ of you look at the next screen.

What is between the two blue boxes?

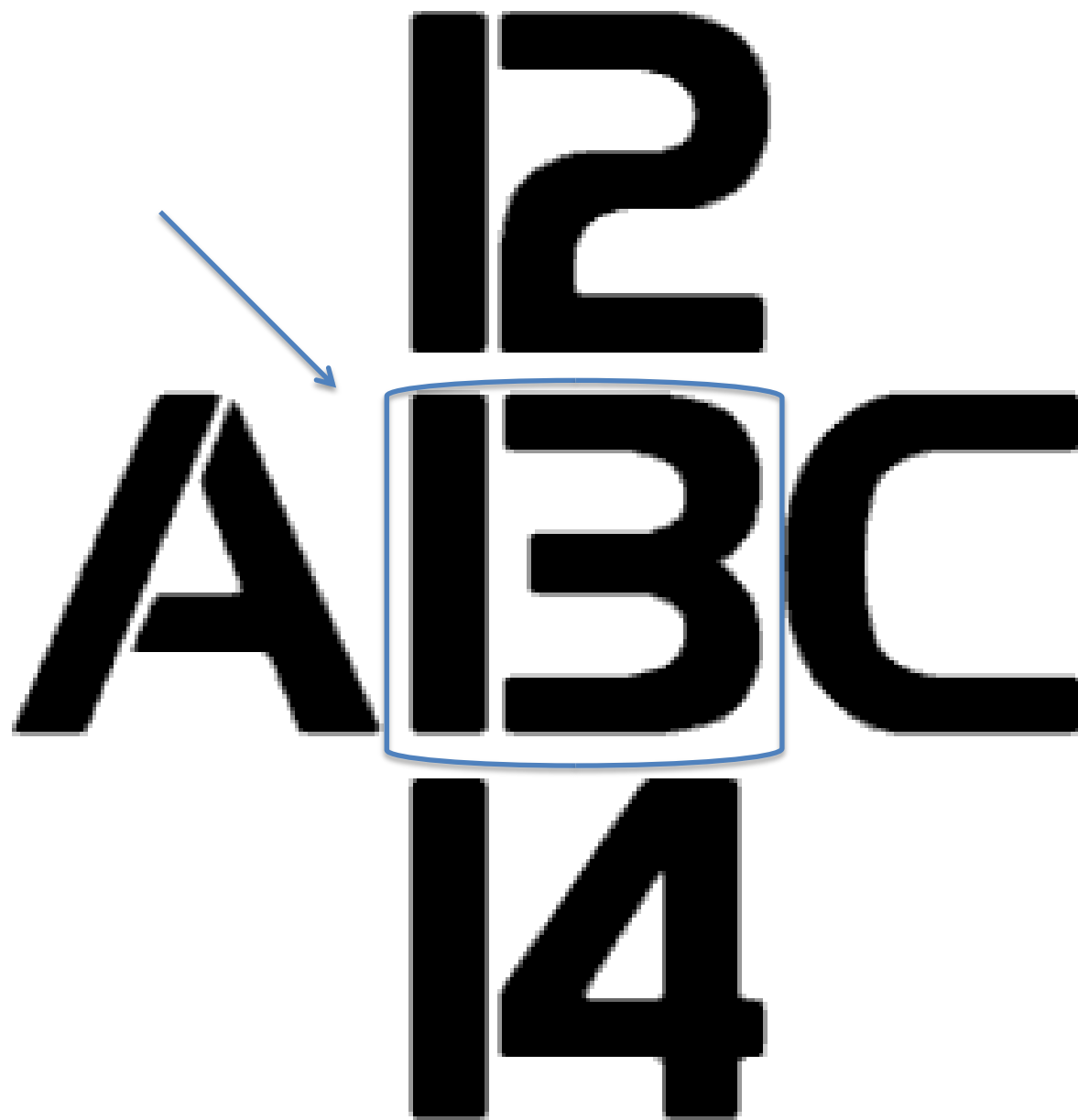
12



14



12
A B C
14



The image displays the letters 'A', 'B', and 'C' in a bold, black, sans-serif font. The letter 'B' is enclosed in a blue rounded rectangular border. A blue arrow points from the upper left towards the top of the letter 'B'. Above the row of letters is the number '12', and below it is the number '14'.

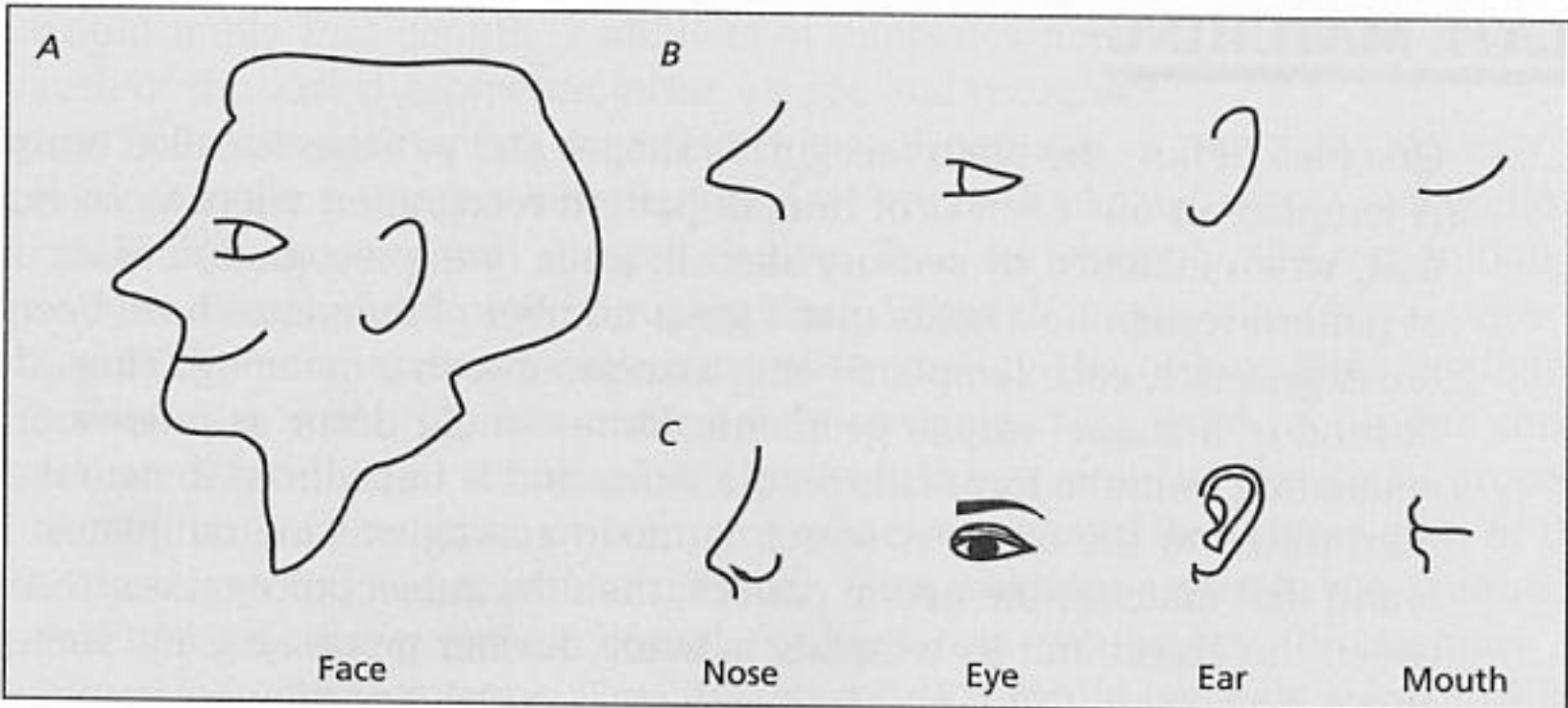
THE CAT

A

A, B, C, D, E, F

10, 11, 12, 13, 14

B





One



Two



Three



Four



Five



Six



Seven



Eight



Nine



Zero

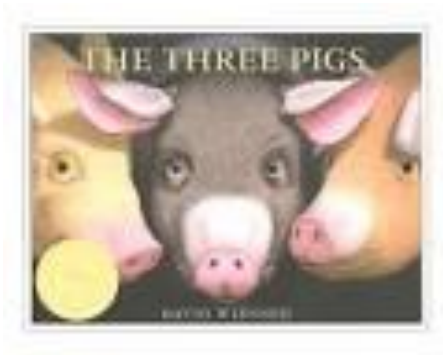
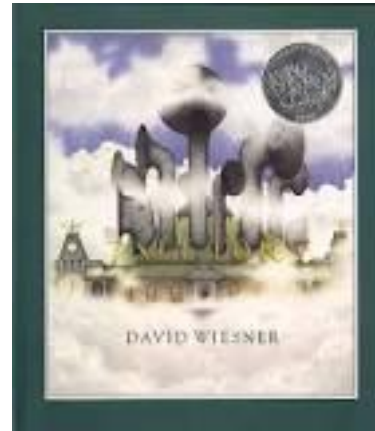
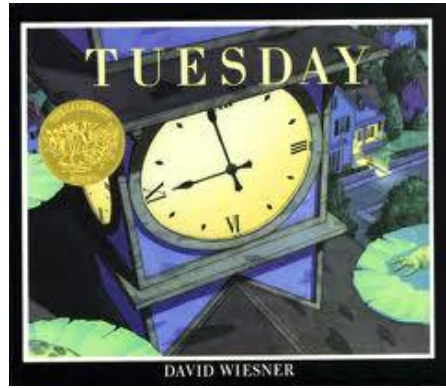
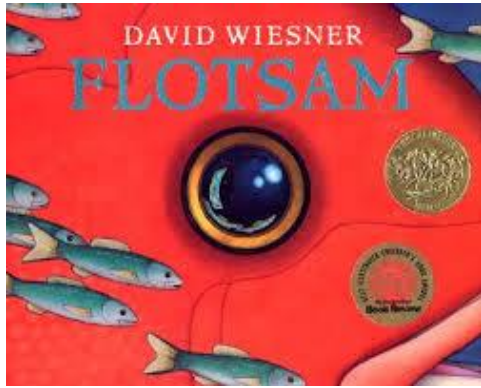
*Natis, 2001 (c) (By the idea of Alon Heimer)
<http://amazing-up.co.il>*

Picture Books ...

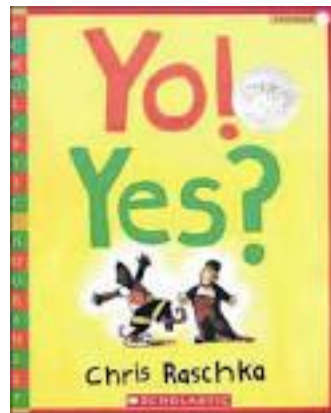
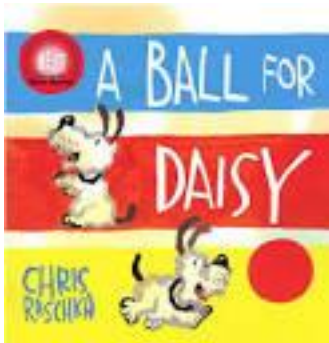
What is the purpose of them?

Wordless or practically wordless examples:

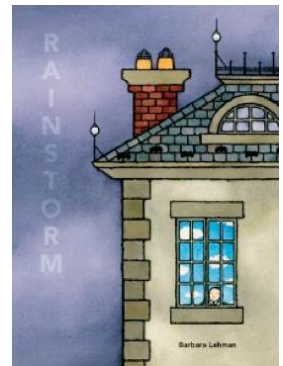
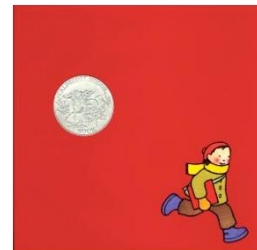
David Wiesner



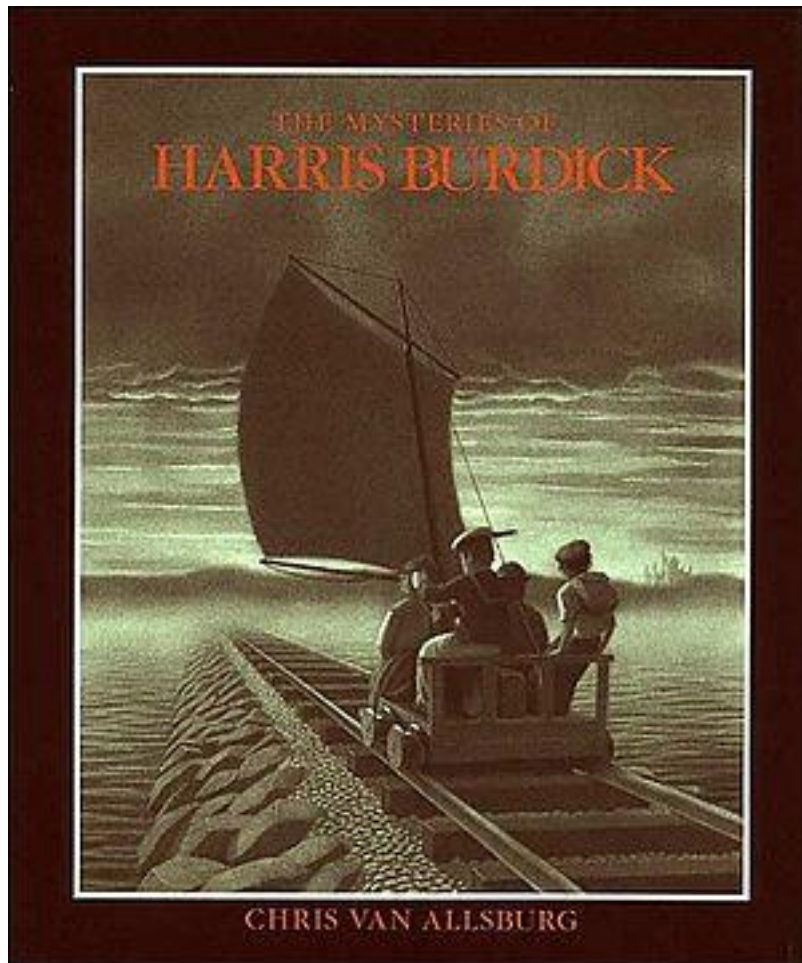
Chris Raschka



Barbara Lehman



Writing ~



Wonderful list of books at:

<http://www.childrens-books-and-reading.com/wordless-picture-books.html>

Sequencing – key comprehension skill for understanding story and for writing

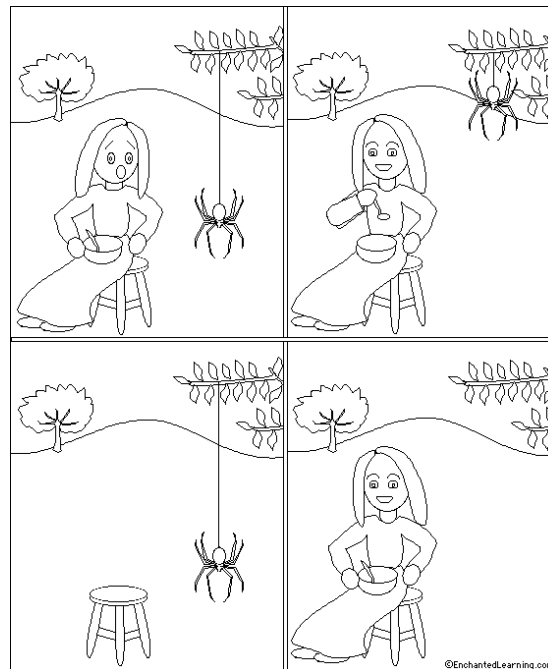
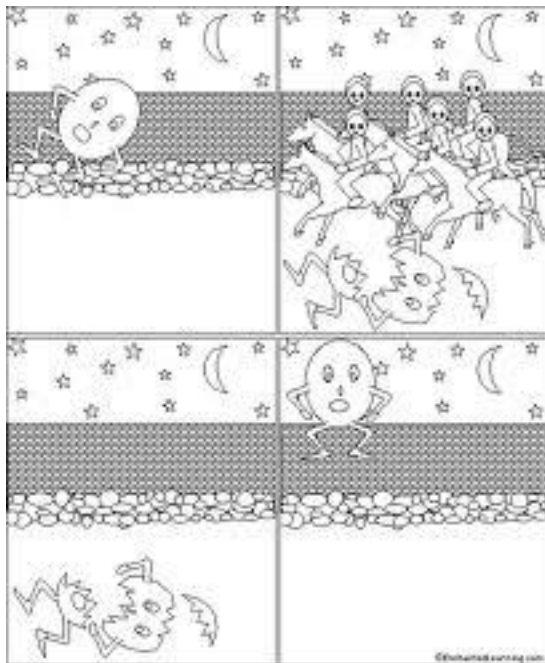
Simple to complex

First

Next

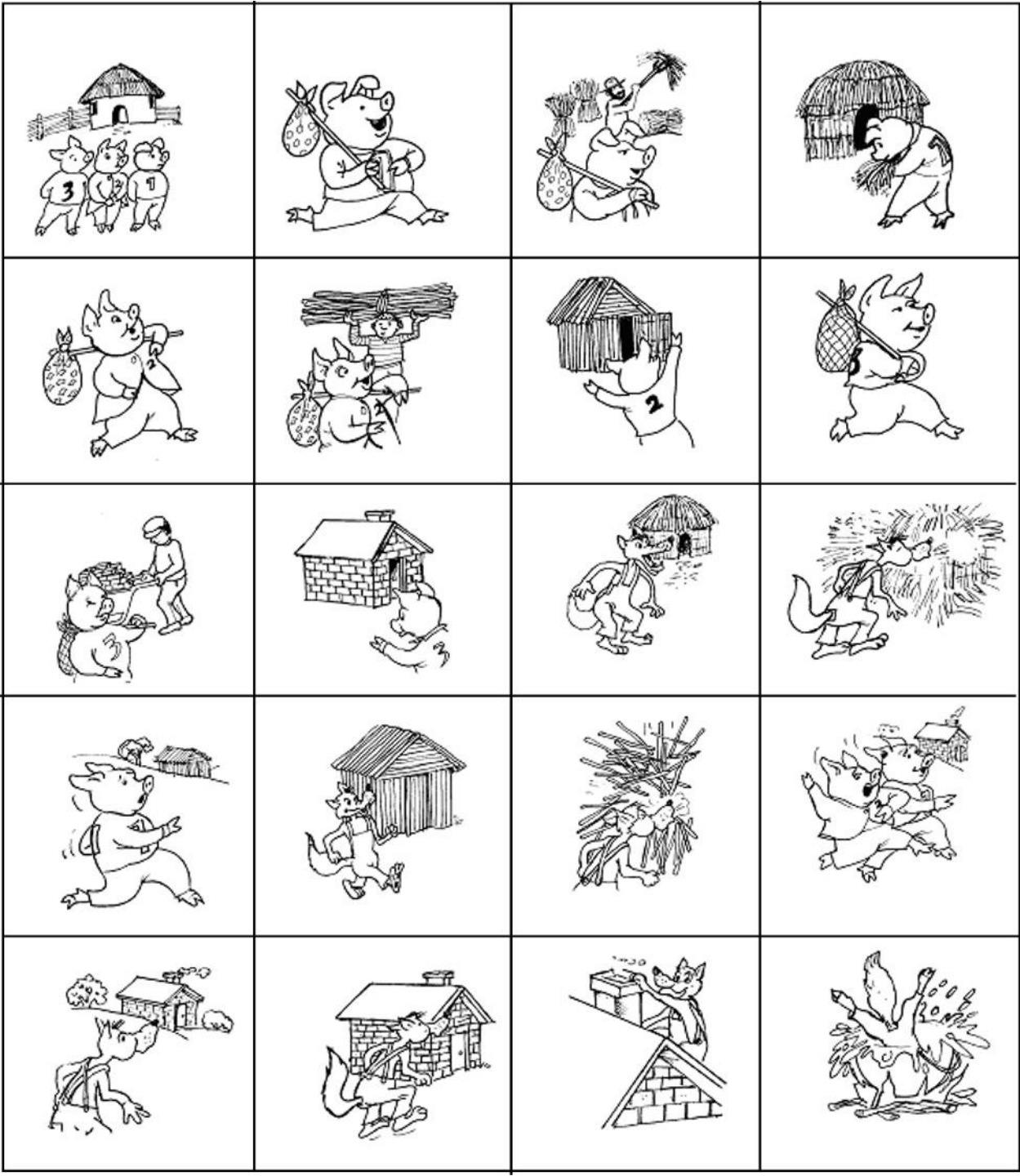
Then

Last



Sparklebox

www.sparklebox.co.uk

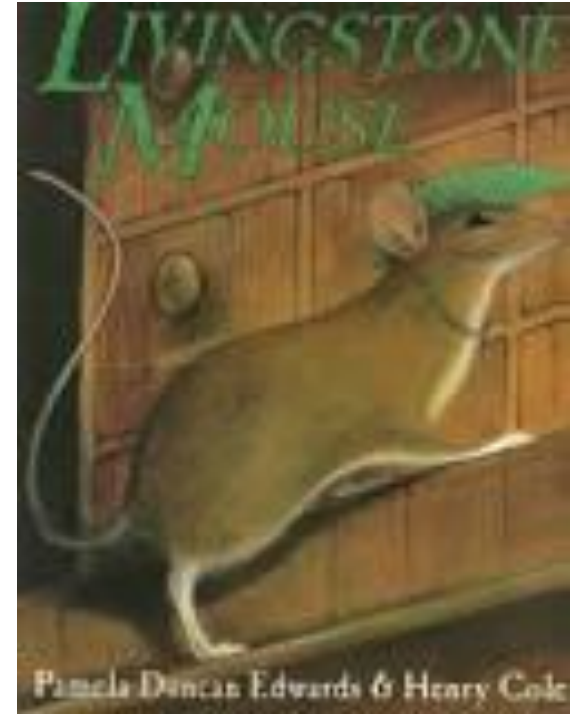
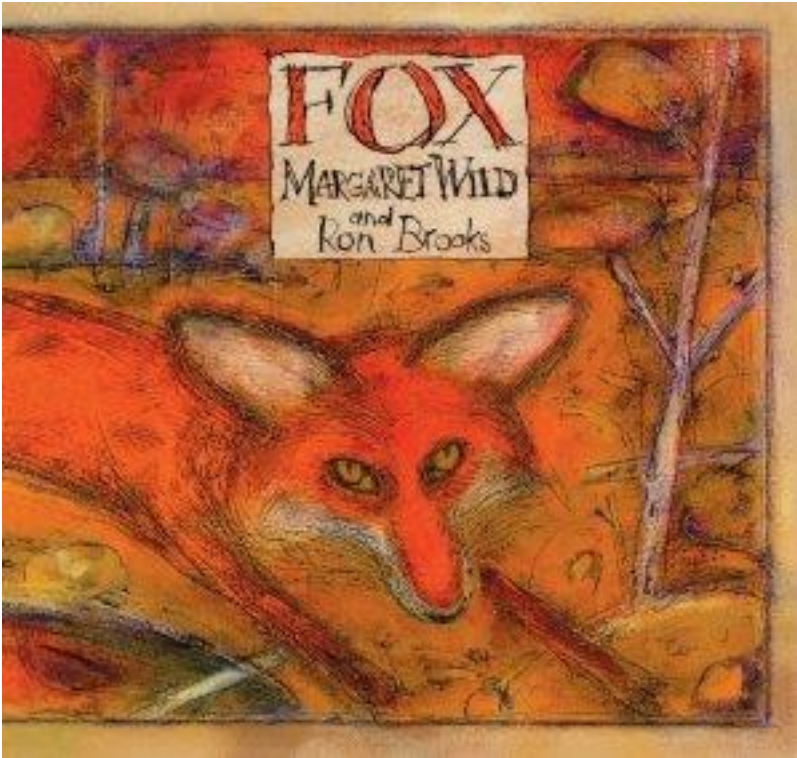


Task Requirements

- **Study each picture in detail taking note of the elements.**
- **Discuss with your group the sequence in which the pictures should be placed.**
- **Write a narrative, using one or two sentences below each picture. You must use a minimum of 4 pictures.**
- **Choose one person to present your groups' story to the class.**

Telling the story through pictures

Illustrators often say there is no point in illustrating what has already been told in words.



Questions for a “Picture Walk”

What catches your eye first?

Where is the text located on the page?

Where is the viewer positioned?

Do the images in the book change from beginning to end?

What is in the foreground? The background?

What are the dominant colors?

How is white space used?

Are there recurring image patterns?










Are there elements that seem odd?

What is large? Why are certain elements larger than others?

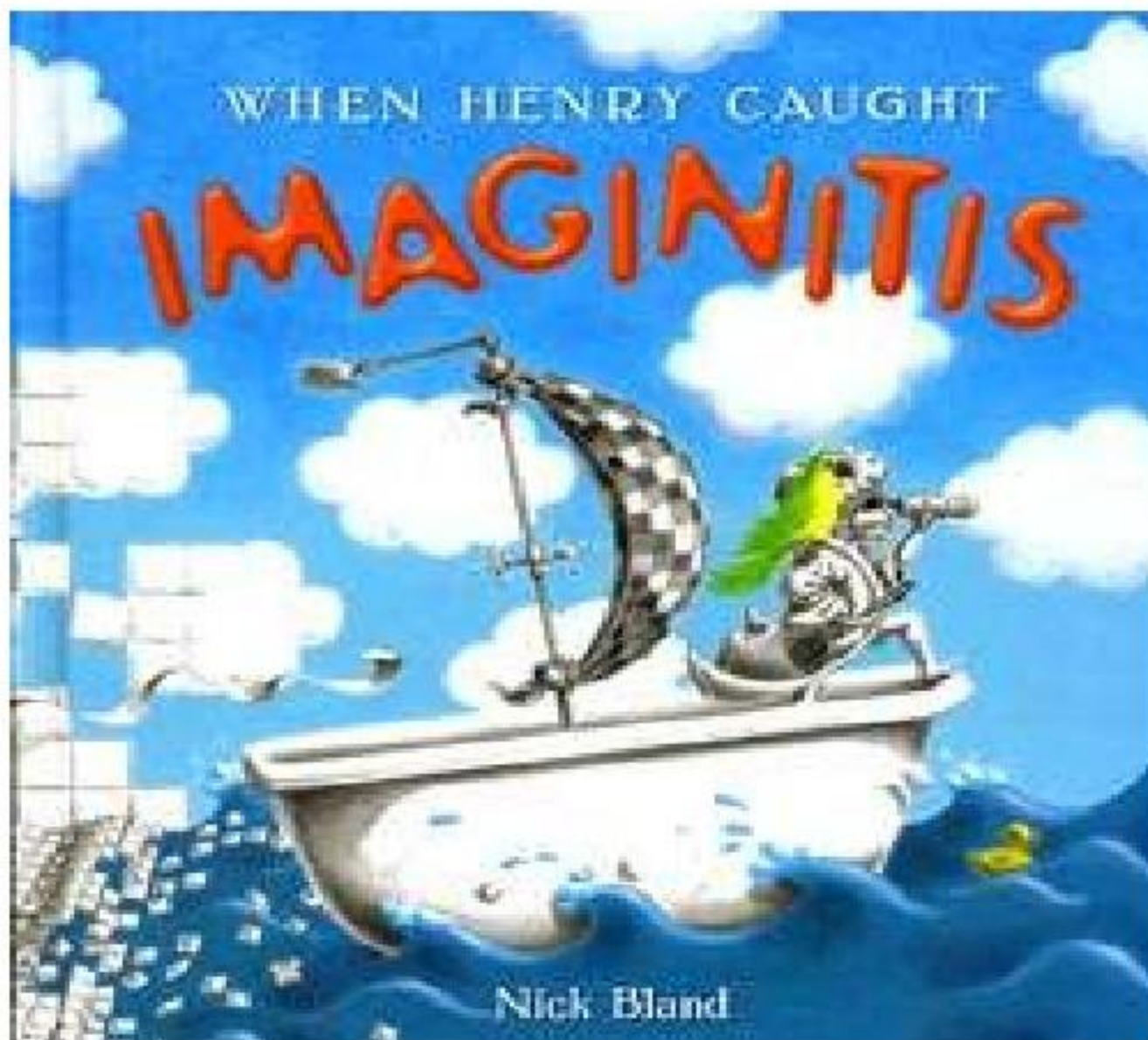


The Principles of Design

(how to use the tools to make art)

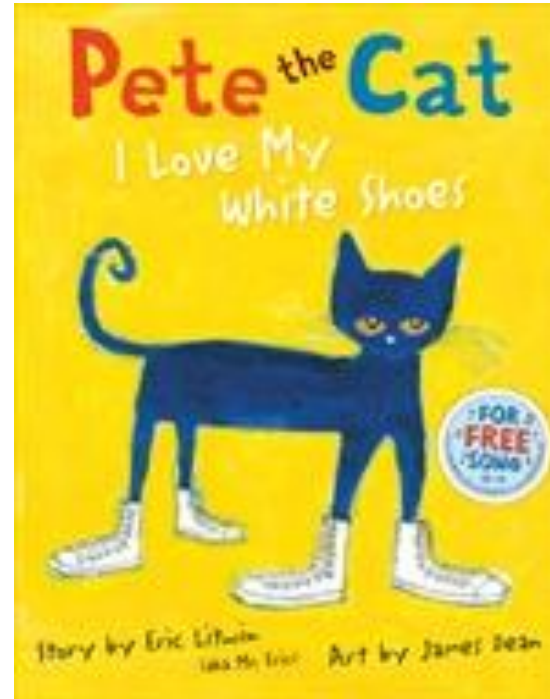
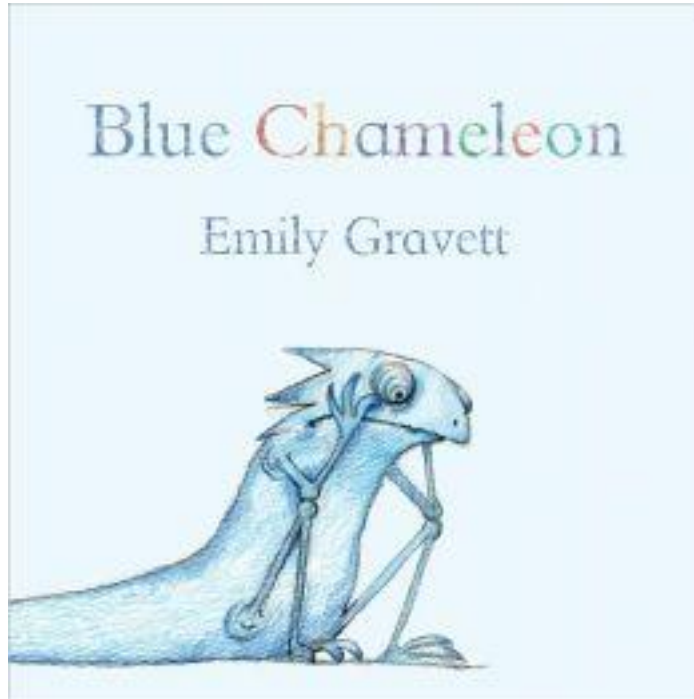
Pattern		A regular arrangement of alternated or repeated elements (shapes, lines, colours) or motifs.
Contrast		The juxtaposition of different elements of design (for example: rough and smooth textures, dark and light values) in order to highlight their differences and/or create visual interest, or a focal point.
Emphasis		Special attention/importance given to one part of a work of art (for example, a dark shape in a light composition). Emphasis can be achieved through placement, contrast, colour, size, repetition... Relates to focal point.
Balance		A feeling of balance results when the elements of design are arranged symmetrically or asymmetrically to create the impression of equality in weight or importance.
Scale		The relationship between objects with respect to size, number, and so on, including the relation between parts of a whole.
Harmony		The arrangement of elements to give the viewer the feeling that all the parts of the piece form a coherent whole.
Rhythm/Movement		The use of recurring elements to direct the eye through the image; the way the elements are organized to lead the eye to the focal area. The eye can be directed, for example, along edges and by means of shape and colour.
Unity		All parts of an image work together to be seen as a whole.
Variety		Using different elements in an image to create visual interest.

COLOR



Bland, N.(2007). *When Henry caught imaginitis*. Scholastic press. Lindfield, NSW.

Color



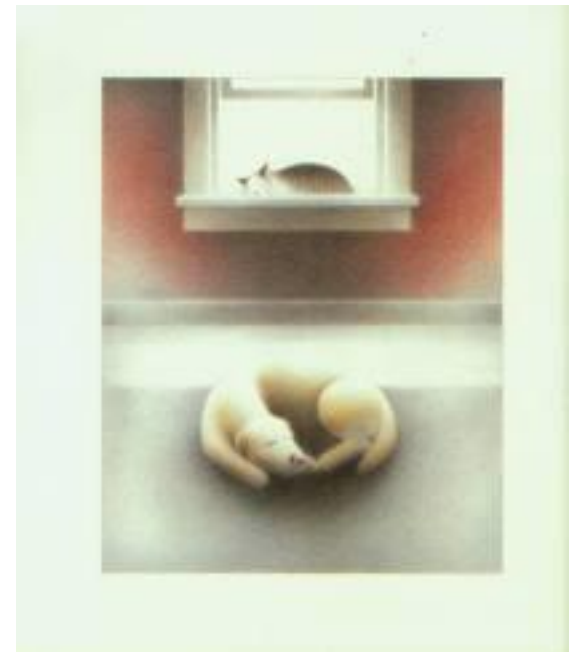
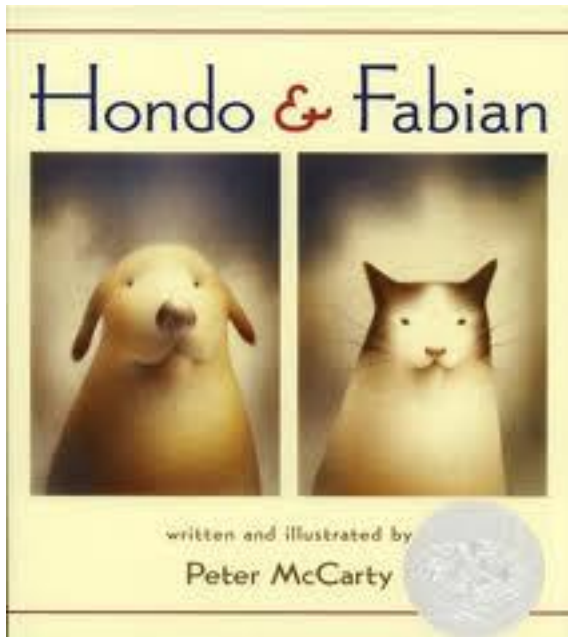
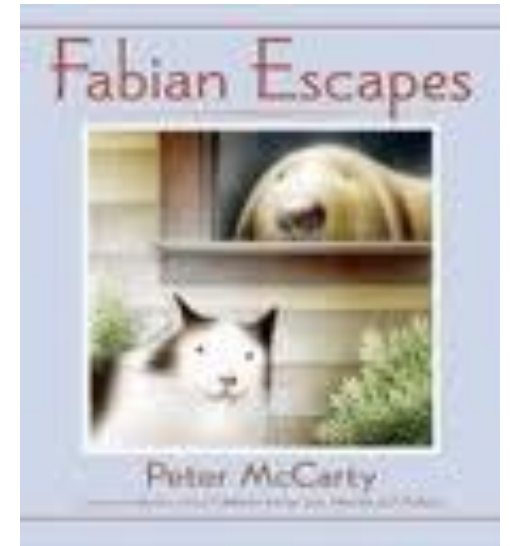
Line



<http://www.wunderground.com/data/wximagenew/i/Isabelle/24.jpg>



Line



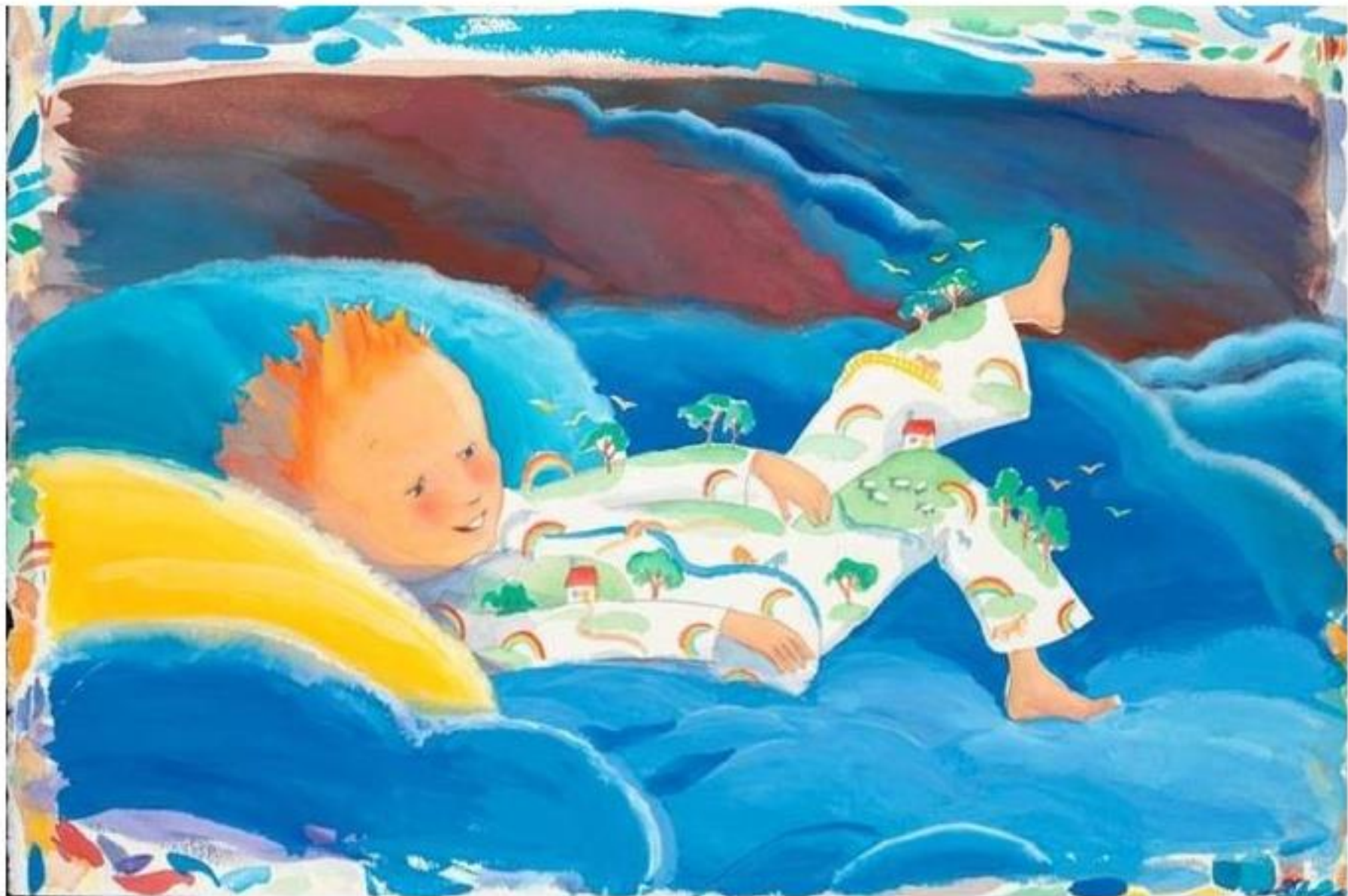


Shaun Tan, illustration from *The Rabbits*, text by John Marsden, Lothian, Hachette Australia, 1998, oil on canvas, courtesy of the artist

Shape and Size



Leigh Hobbs, illustration from *Mr Chicken Goes to Paris*, Allen & Unwin, 2009, gouache and pen on paper, courtesy of the artist

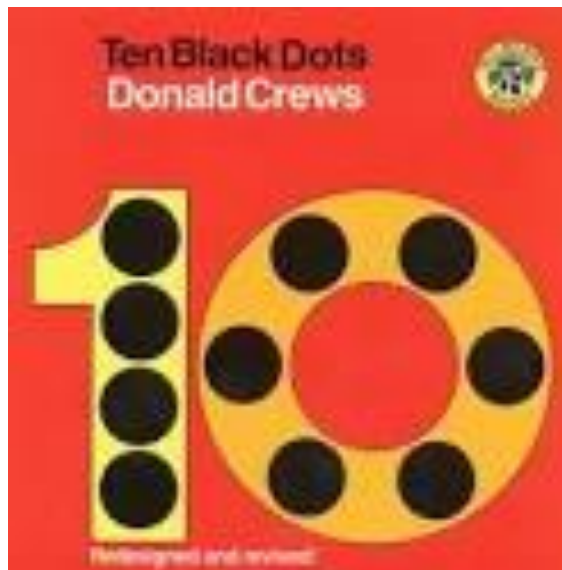


Elizabeth Honey, illustration from *I'm Still Awake, Still*, music by Sue Johnson, Allen & Unwin, 2008, gouache on paper, courtesy of the artist

Balance and Layout



http://library.creativecow.net/articles/cowdog/its_all_your_fault/angry_person.jpg



Space

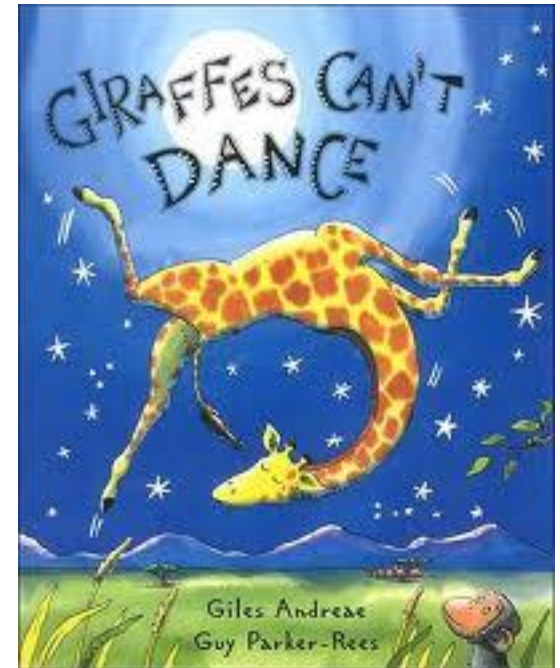
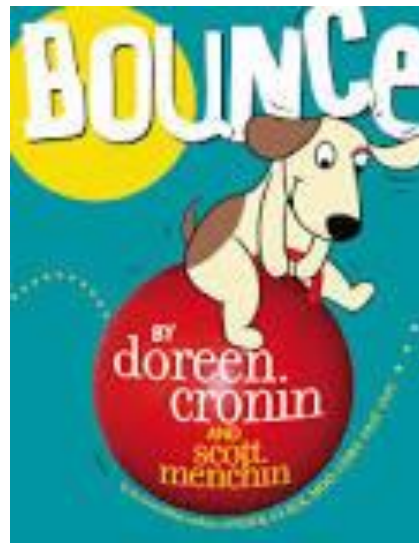
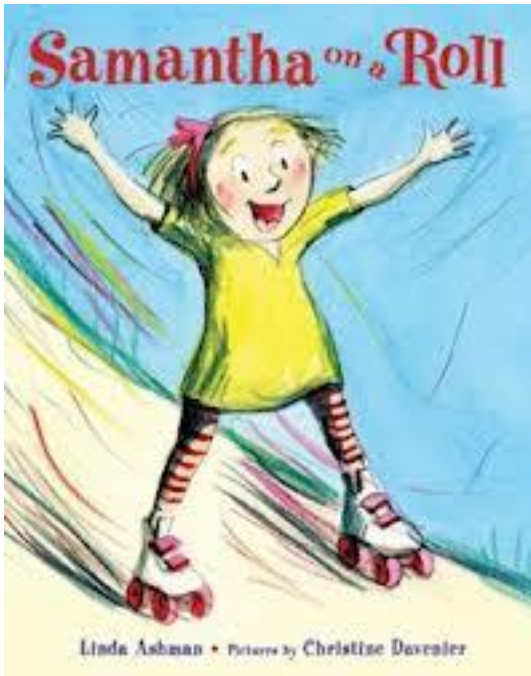


Rebecca Cool, illustration from *Isabella's Garden*, text by Glenda Millard, Walker Books Australia, 2009, acrylic on canvas, courtesy of the author



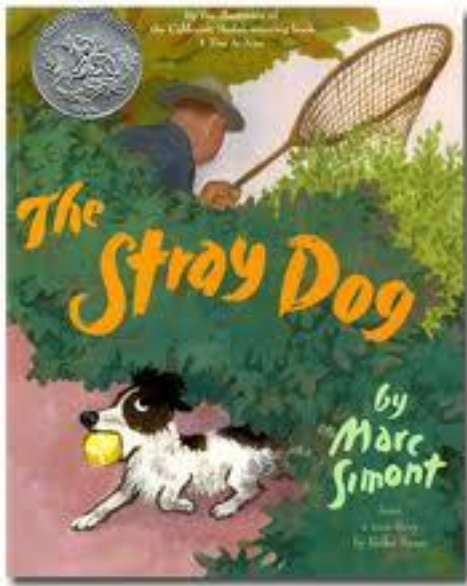
Armin Greder, illustration from *The Island*, Allen & Unwin, 2007, pencil on paper, courtesy of the artist

Movement



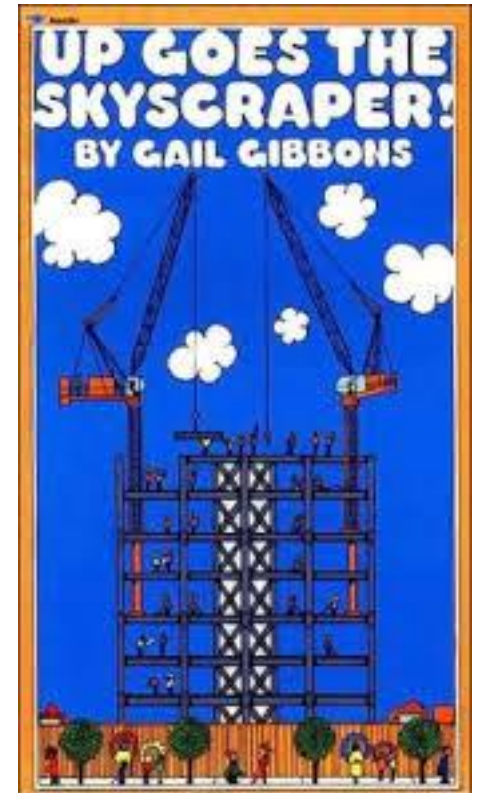
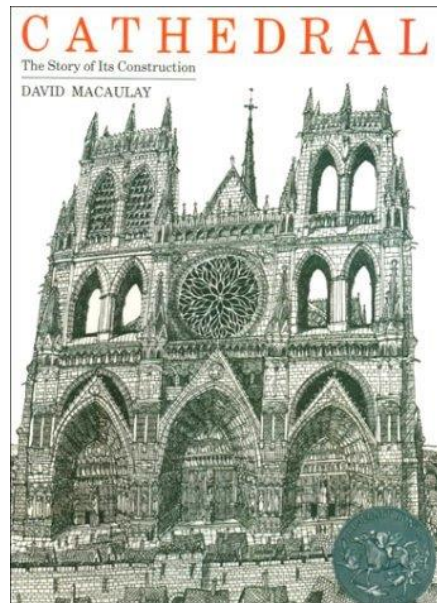
Steve Jenkins

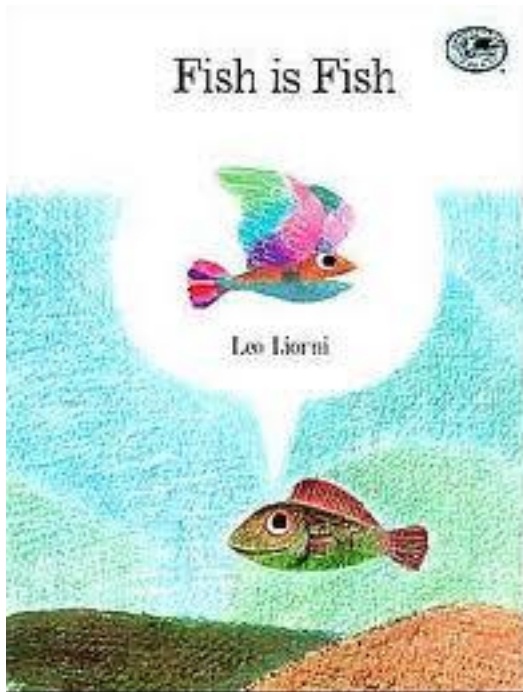
Perspective



The Stray Dog – you are closer to the dog, farther from the dog catcher

Lon Po Po – kids looking out of branches down





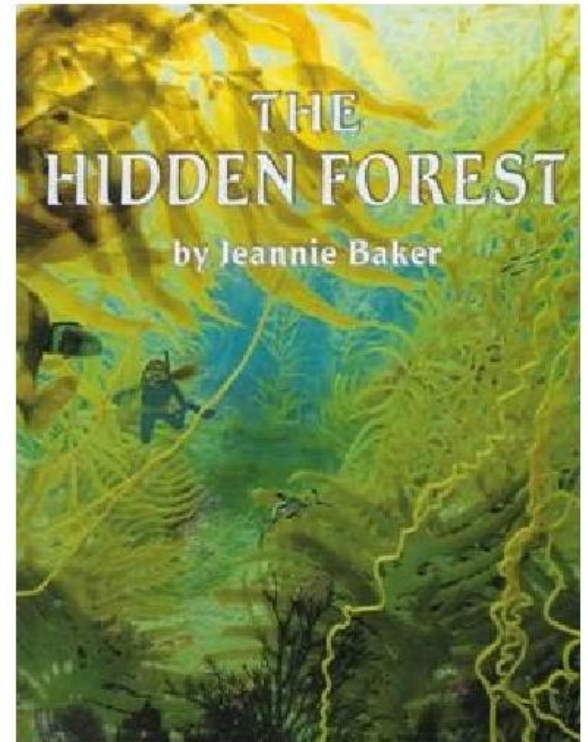
Color, shape, and pattern



Texture



David Miller, illustration from *Snap! Went Chester*, text by Tania Cox, Hachette Australia, 2003, paper sculpture, courtesy of Woodleigh School



Use photographs that require
CRITICAL thinking



Worth 1000.com



Earth at Night



The Skill of Picture Reading



Toll Card
↓



STOP
PAY TOLL

STOP
PAY TOLL



CLOSED



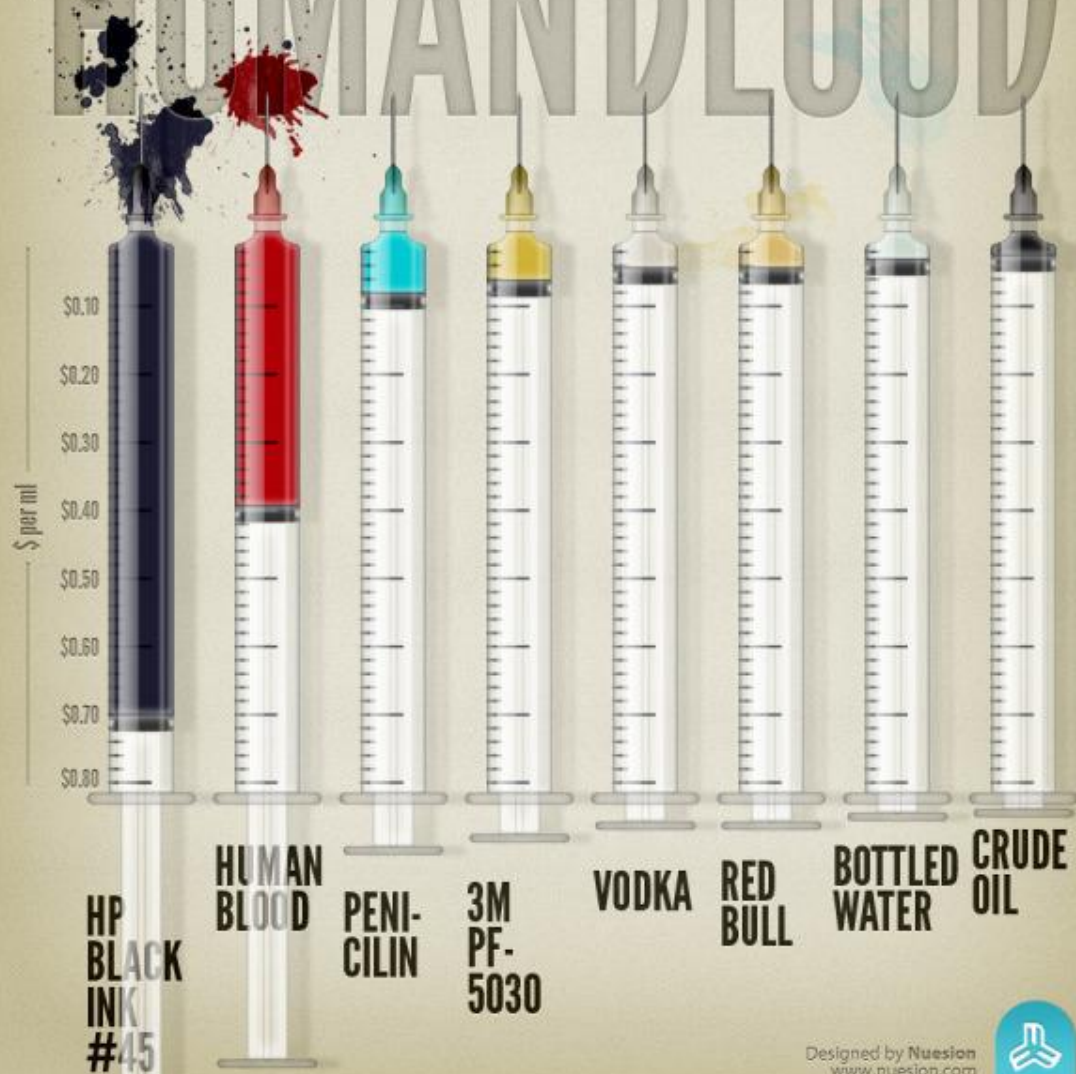
Use artwork:

Great examples at Picturing America

<http://picturingamerica.neh.gov/>

Infographics

INK costs MORE THAN HUMAN BLOOD



OUTBREAK



















Deadliest Pandemics in History

Because a virus doesn't care about state lines or national borders, it can wipe out millions and span multiple continents rapidly. Here is a look at the infectious diseases the world has battled throughout history.

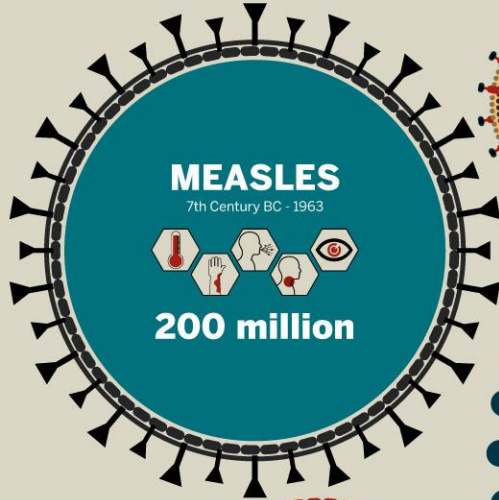
What is a Pandemic?

Derived from the Greek word *pandeimos* meaning "pertaining to all people," a pandemic is a widespread disease that affects humans over a wide geographic area.

Key:

PANDEMIC YEAR	DEATH TOLL
        	
    	
   	

A **B** is an abnormal swelling of the lymph nodes.



MEASLES
7th Century BC - 1963

200 million

B



HIV / AIDS
1981 - TODAY

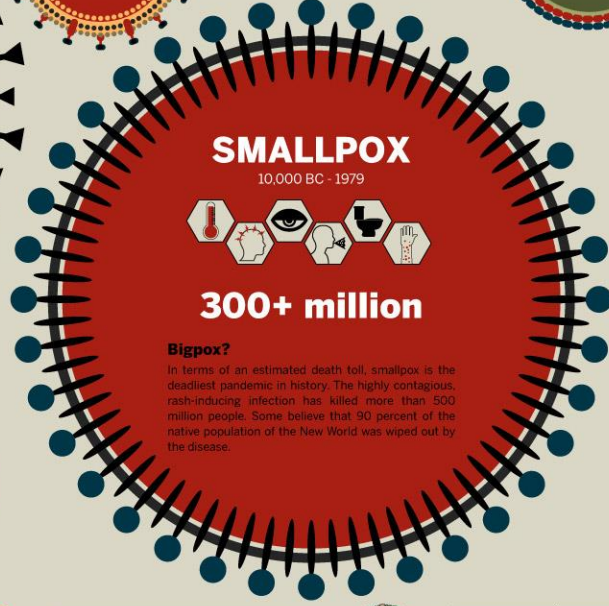
25+ million

B



PLAGUE of JUSTINIAN
541 - 750

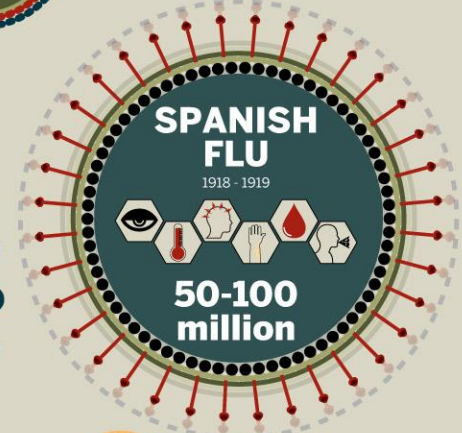
B



SMALLPOX
10,000 BC - 1979

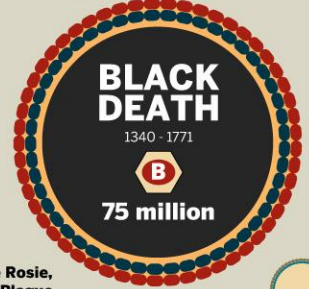
300+ million

Bigpox?
In terms of an estimated death toll, smallpox is the deadliest pandemic in history. The highly contagious, rash-inducing infection has killed more than 500 million people. Some believe that 90 percent of the native population of the New World was wiped out by the disease.



SPANISH FLU
1918 - 1919

50-100 million

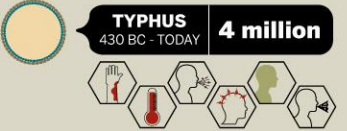


BLACK DEATH
1340 - 1771

75 million

B

Ring Around the Rosie, a Pocket Full of Plague
Legend says the Black Death plague inspired the children's rhyme "Ring Around The Rosy," which alluded to the rash-like rings and ashes of the deceased victims.



TYPHUS
430 BC - TODAY

4 million



CHOLERA
1817 - TODAY

3 million



THIRD PANDEMIC
1855

12 million



HONG KONG FLU
1968 - 1969

1 million

Honorable Mentions

Although the following viruses do not have a figure for total amount of lives claimed, they continue to terrorize various areas around the world.

MALARIA 1600 - Today
Common Symptoms Chills, Headache, Fever, Jaundice, Muscle Pain, Nausea, Vomiting, Seizures
Death Toll According to the World Health Organization's 2010 "World Malaria Report," an estimated 781,000 people are killed by the virus every year.
TUBERCULOSIS 700 BC - Today
Common Symptoms Chest Pain, Cough, Fever, Chills, Fatigue
Death Toll There are almost 2 million tuberculosis-related deaths worldwide every year.
YELLOW FEVER 16th Century - Today
Common Symptoms Bleeding, Fever, Nausea, Vomiting, Delirium, Seizures, Jaundice
Death Toll Worldwide, 30,000 deaths are caused by the infection every year.

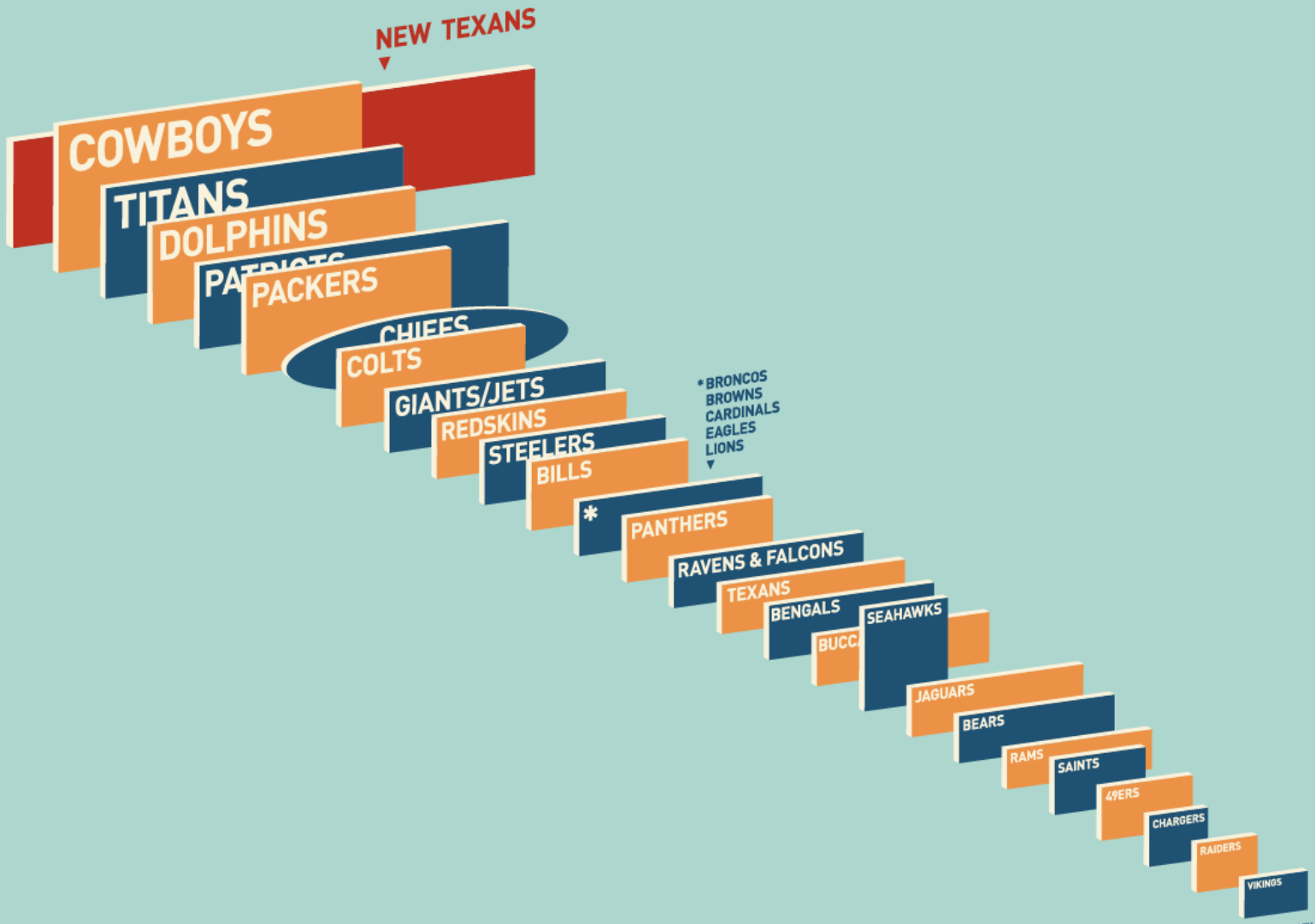
THE Geosocial universe

BROUGHT TO YOU BY **JESS3**

Remember when Friendster dominated the U.S. social space? Like the universe, the geosocial landscape is constantly changing. While new stars are being born, black holes are also developing.

We looked at the current size of the major social networks and overlaid their current mobile user base.





DRYING UP

IS THE DROWNING OUT
OF WHITE VOTERS?

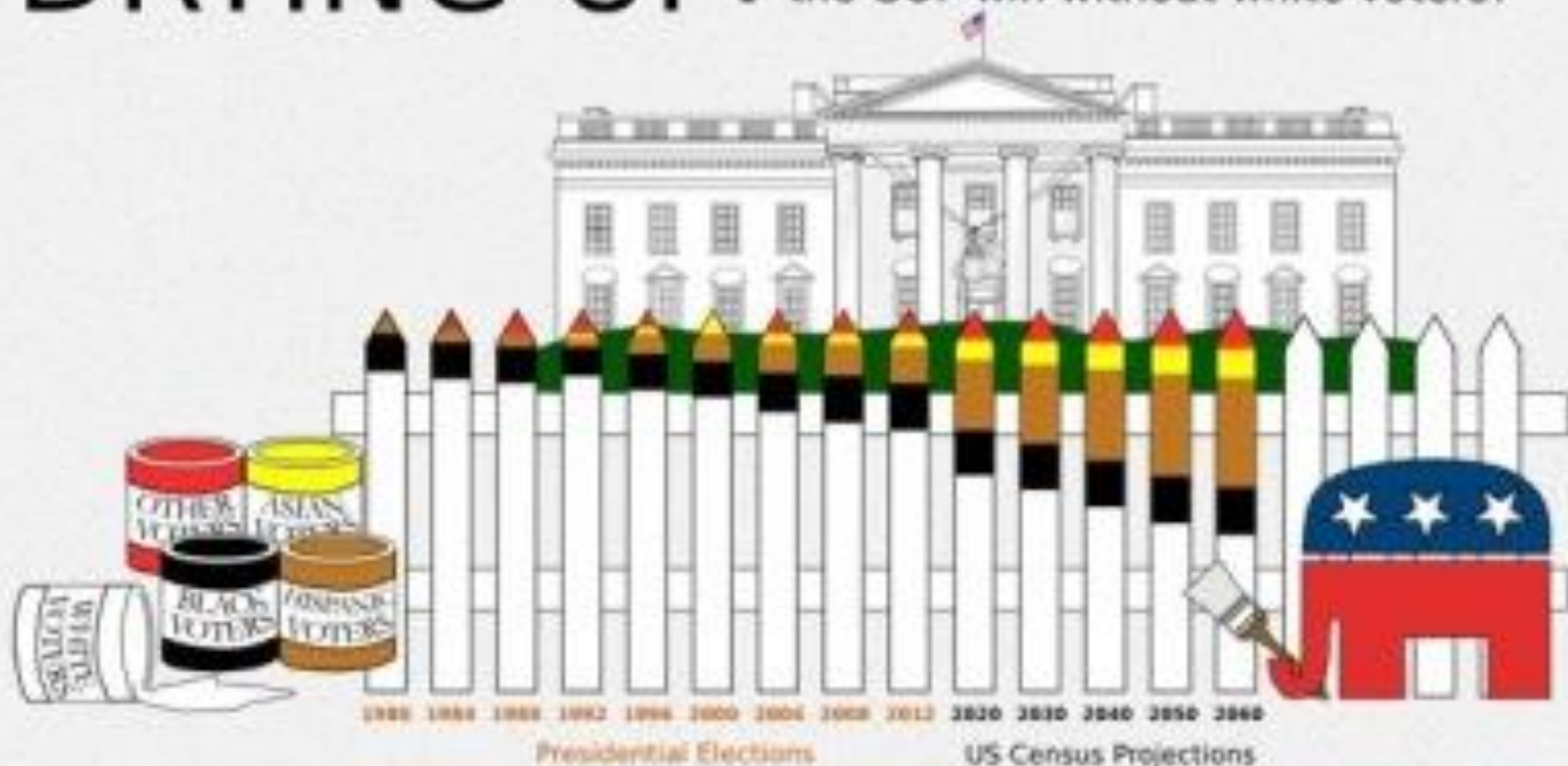


FOR THE PRESIDENTIAL ELECTIONS

WHITE VOTERS PRESIDENTIAL ELECTIONS
ELECTIONS

LOREM IPSUM CREDITS

DRYING UP: Demographics are changing. Can the GOP win without white voters?



Lorem ipsum dolor sit amet, consectetur adipiscing elit. Praesent porta ipsum ac nunc dictum at pellentesque tunc aliquam. Pellentesque habitant morbi tristique senectus et netus et malesuada fames ac turpis egestas. Pellentesque lacus lacus sit amet lorem rhoncus eget fermentum gulis convallis et netus et malesuada fames ac turpis egestas. Pellentesque lacus lacus sit amet lorem rhoncus eget.

AMERICA'S NEW MINORITY

THE WRITING IS ON THE FENCE FOR THE GOP

PRESIDENTIAL ELECTION VOTER TURNOUT

US CENSUS POPULATION PROJECTIONS

1980 1984 1988 1992 1996 2000 2004 2008 2012 2020 2030 2040 2050

88 86 85 87 83 81 77 74 72 60 55 51 47

PERCENTAGE OF WHITE VOTES/POPULATION

VOTERS: WHITE BLACK HISPANIC ASIAN OTHER

Presidential election turnout data based on national exit polls archived at the Roper Center, University of Connecticut (ropcenter.uconn.edu). US Census population projections from "2012 National Population Projections."

Lesson starters:

MIND ILLUSIONS

From the PBS series The Secret Life of the Brain comes the question “Can you believe your eyes?” How does the brain process visual input...and how much potential is there for “misreading” what we see? Try the demonstrations on this website to see how movement, color, angles and form are processed by our visual nervous system. You will be amazed at these optical illusions! (Macromedia Flash plugin required.)

Looking at photographs critically

FAKE OR REAL?

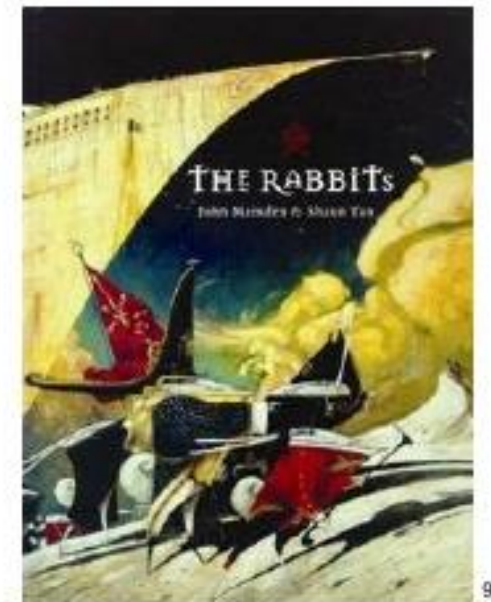
Can you guess which photos are real and which are fake? This site from PBS brings attention to the fact that computerized photo manipulation can make anything seem real. Students are challenged to identify the photos which have been altered. This helps them find faked images in the future.



State Library
of Victoria

Sample activity

Education kit – *Telling stories through pictures*





Sample activity

Telling stories through pictures

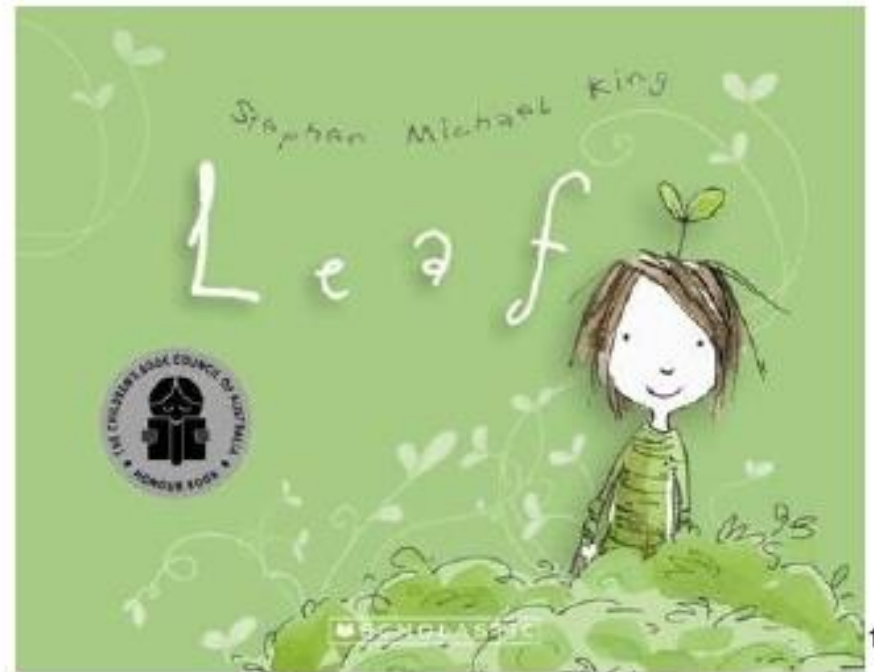
- Rule up 2 columns
- 1st column – copy the text from one page
- 2nd column – list all the things shown in corresponding illustration
- Look at how the illustrator has gone beyond the written text through the use of art elements and media



State Library
of Victoria

Alternative activity

Students predict text for a wordless book or discuss what they think is happening



Discuss design with students

Step 1: Start with a basic book about design such as Molly Bang's *Picture This: How Pictures Work* (Bang uses "Little Red Riding Hood" to illustrate basic design concepts and their effects on the emotions and context that the illustrations communicate.)

Little Red Riding Hood and the Wolf as depicted by basic shapes in Molly Bang's *Picture This*.



Step 2: In each session, **choose just one or two main concepts** that you will discuss, for instance color and contrast, balance, or movement. Point out instances of these concepts in the illustrations you use, and ask students what kind of effect the design has on the viewer.

Step 3: **Select your book.** Choose books that are engaging and colorful, that contain action and will hold children's interest.

Here are some book suggestions: *The Man Who Walked Between the Towers* by Mordicai Gerstein *Black Cat* by Christopher Myers *Freedom Summer* by Deborah Wiles *No David!* By David Shannon *An Angel for Solomon Singer* by Cynthia Rylant *The Wretched Stone* by Chris Van Allsburg *Sidewalk Circus* by Paul Fleischman *The Magic Boots* by Scott Emerson

Step 4:

Cover up any text, and use the see, think, wonder question throughout the book, going page by page and allowing plenty of time for many children to express their ideas. There are no right answers, and all comments should be considered, as long as there is a basis within the illustration. You will be amazed out how insightful the children can be!



Step 5:

Once you have carefully gone through each page, discuss what the children think happened in the book and why.

Then **go back and read the text** to the children.

See how closely the written story is to what they came up with, and **discuss** why it may have been different or the same.

What could this look like in 6th grade?

This could be done as guided practice or in teams using laptops or library computers.

<http://docsteach.org/activities/13380>

Visual Literacy Resource List

Bright Hub in Education

<http://www.brighthouseeducation.com/teaching-methods-tips/127753-the-need-for-visual-literacy-instruction-in-k-12-education/>

Cagle Post (Cartoons & Commentary)

<http://www.cagle.com/>

Center for Excellence in Teaching and Learning

<http://cetl.ucdavis.edu/vis-lit-resource-list/>

Infographics

<http://www.informationisbeautiful.net/>

ISTE

<http://www.humanities.umd.edu/vislit/>

Slideshare – Presentation on Visual Literacy

<http://www.slideshare.net/3192002/visual-literacy-4876684>

The Visual Literacy Toolbox

<http://www.humanities.umd.edu/vislit/>

Visual Literacy K-8

<http://k-8visual.info/>