

Creative Arts Teachers Literacy Workshop

University of Reading-28th May 2012

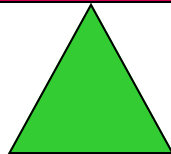


The challenge is to get the balance right!

Ofsted: Moving English Forward
“Strengthen whole-school literacy work across all departments to ensure that students extend and consolidate their literacy skills in all appropriate contexts.”

Ofsted on Art: 2012

“Too often, lesson planning in the subject which focused on developing literacy skills hindered the quality of learning in art, craft and design. In these lessons, the focus on observation, visual communication or tactile exploration was too often rushed.”



Teach new vocabulary phonetically - write the word on the board, break it down and say it together

Gesamtkuntswerk- Ges amt kunts werk

*what do you think this might mean?
Are there any clues to it's meaning?*

WOKINGHAM
secondary federation

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Schools supporting schools...



Our senses are our windows on the world.

Describe what you are actually seeing

- Denotation - what it is?
- Connotation-what does it mean to you?
- Informed response – explain your reaction
-



*Homework Tasks - go away and find out about...
How can we use this to have greater value - not copy and paste from Wikipedia?*

Homework Research Tasks:

Design the task carefully

- Specify the genre of writing (eg Review, Magazine article, Letter, Facebook Page)
- Suggest possible sources of information
- Encourage students to draw directly on art, music, drama; not just on writing about the subject.

Guide the students in how to complete the task

- Model the construction of a text when setting the homework; this will support independent work.
- Guide the students in how to interpret sources of information:
 - Encourage them to scan the text first (including pictures and titles) to find what is relevant
 - Identify unfamiliar vocabulary and find out what it means
 - Develop skills of inference and deduction by predicting what the text will say

Connect literacy with aesthetic literacy

- Give students opportunities to demonstrate their comprehension through practical work in class.
- Relate the research task back to the artistic experience: guide students in making the link.
- Ask students to express and justify their opinions

Encourage students to make notes during practical demonstrations to:

- enable students to remember the task
- support their literacy
- give ownership

Facilitate note taking by creating:

- writing frames
- online blog
- using the camera/phone to make visual notes in the class



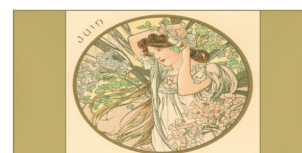
Encourage literacy by presenting tasks that encourage students to interpret and deduct information from a number of sources :

Example:

Students are give individual cards and asked to form triads based on the information they have been given

Strawberries, roses and the cuckoo changes his tune

In the month of
I composed a melodic tune



Language for Evaluation

What sort of language would YOU use to evaluate this film?

What have others said on the You Tube Blog?

Which are the best comments?

Which are the worst?

What makes the good comments good?

Write your own comment that improves on the existing ones.

What sentence starters could you suggest to scaffold good evaluated language?

(E.g. at the beginning, I liked the way that...)



Evaluate the films on You Tube

Provide key words to support language development

Stand in a line continuum to illustrate the formality of evaluative language



erroneous

incorrect

wrong

Sad

it sucks!

inaccurate

fallacious

mistaken

Way off

spurious



Language is developed by mimicking!

The twins copy the sentence structure they have heard around them. They take turns producing sounds and gestures that mimic each other.

You are continually modelling language use for your students!

Subject specific follow up sessions will be led by James Garnett, Mel Jay and Andy Kempe the Institute of Education, University of Reading.

- Mel is PGCE Secondary Course Director and Subject Leader for Art.
- James is Subject Leader for PGCE Music. He has been made a University Early Career Fellow.
- Andy is a Professor of Drama Education and a University Teaching Fellow. He leads PGCE Drama.

Art at the Piggott School, 4.00-5.30 on 11th July
Drama at the Emmbrook School, 4.00-5.30 on 5th July
Music at the University of Reading, 4.15-5.45 on 5th July