

Six Shifts in ELA/Literacy

What it Means in Visual Art

		<p>Draft by Shannon Elliott, Ed.D 2/7/12</p> <p>Please notify the author of any edits.</p>	<p>The Shifts in the visual arts are understood with the following premise: Visual Art is a form of communication. The primary definition of “Text” in visual art is imagery in its most inclusive form (the art itself). Just as in other forms of communication, “Text” in art is layered, metaphoric, symbolic, and open to interpretation. (An apple is not always an apple.) Therefore, when referring to imagery as “Text” in Visual Art, we will use the term, Art (text). When referring to “Text” as the written word, we will use the term, “Text.”</p>
Shift 1 PK-5	Balancing Informational & Literary Texts	Students read a true balance of informational and literary texts. Elementary school classrooms are, therefore, places where students access the world – science, social studies, the arts, and literature – through text. At least 50% of what students read is informational.	Students in the Visual Arts will read primary sources: Art (text) for information about the world—science, social studies, literature, and the arts. Students will read Art (text) by using a variety of established models of art criticism and art analysis (i.e. emotive, formalist, contextualist).
Shift 2 6-12	Building Knowledge in the Disciplines	Content area teachers outside of the ELA classroom emphasize literacy experiences in their planning and instruction. Students learn through domain-specific texts in science and social studies classrooms – rather than referring to the text, they are expected to learn from what they read.	Students in the Visual Arts will read secondary source text for information about art, artists, and art movements. Teachers will emphasize both visual and traditional literacy experiences in their planning and instruction.
Shift 3	Staircase of Complexity	In order to prepare students for the complexity of college and career ready texts, each grade level requires a “step” of growth on the “staircase.” Students read the central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space in the curriculum for this close and careful reading, and provide appropriate and necessary scaffolding and supports so that it is possible for students reading below grade level.	Students will understand how meaning and communication are enhanced by the artists’ use of the elements of art and principles of design. Teachers will scaffold reading and creating Art (text) with regard to a concept-based Pre-K -12 Art Education curriculum, which align the NYS VALS Performance

			Indicators and artistic stage theories. Teachers will engage students in thorough and relevant idea development for Art (text) during the creative process.
Shift 4	Text-Based Answers	Students have rich and rigorous conversations, which are dependent on a common text. Teachers insist that classroom experiences stay deeply connected to the text on the page and that students develop habits for making evidentiary arguments both in conversation, as well as in writing to assess comprehension of a text.	Students will analyze Art (text), including their own art, using a variety of perspectives: Historic, Contemporary, Pluralism, etc. Teachers will guide students to write, discuss, and make art in response to primary and secondary sources: Art (text) and text.
Shift 5	Writing from Sources	Writing needs to emphasize use of evidence to inform or make an argument rather than the personal narrative and other forms of decontextualized prompts. While the narrative still has an important role, students develop skills through written arguments that respond to the ideas, events, facts, and arguments presented in the texts they read.	Students will discover connections to ideas about the world by creating Art (text), writing, and discussing primary and secondary sources.
Shift 6	Academic Vocabulary	Students constantly build the vocabulary they need to access grade level complex texts. By focusing strategically on comprehension of pivotal and commonly found words (such as “discourse,” “generation,” “theory,” and “principled”) and less on esoteric literary terms (such as “onomatopoeia” or “homonym”), teachers constantly build students’ ability to access more complex texts across the content areas.	Students will learn and employ the language and vocabulary of the Visual Art domain in response to Art (text) and text. Language in the Visual Arts is not fixed—it changes along with the developments in Visual Art.