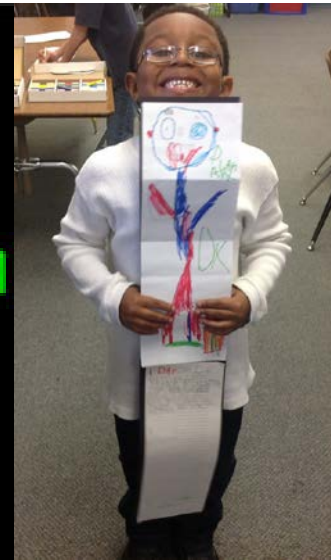
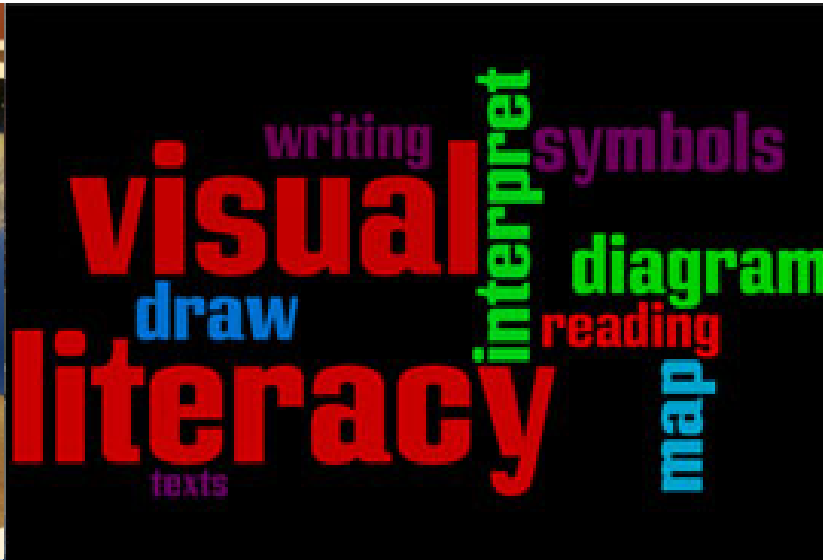


CHAMPION CREATIVELY ALIVE CHILDREN

LITERACY DRAWS UPON ART





Engage
Learners

Help Teachers
Implement
Standards

Improve
Literacy—Visual
and Written
Communication



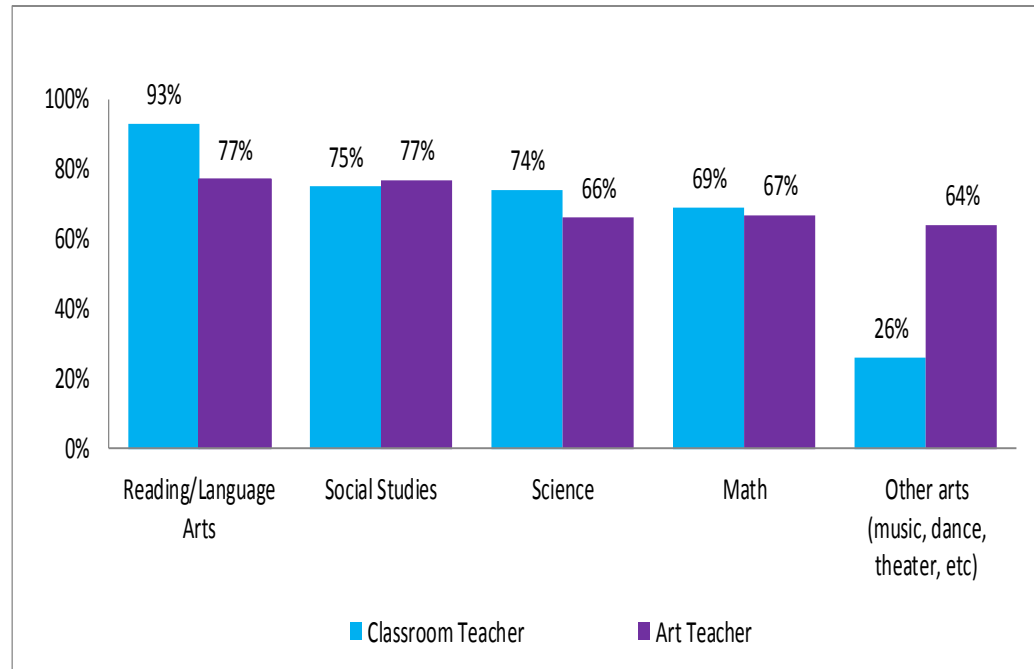
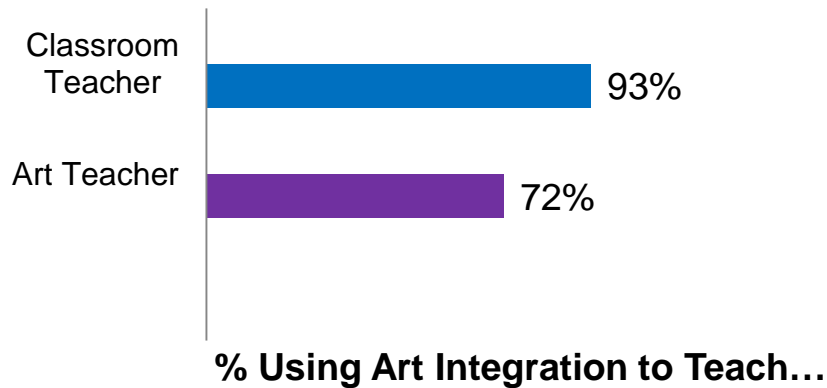
Why this matters...

- Majority of Classroom Teachers and Art Teachers use Art Integration to teach multiple subjects.
- Most common subject = Literacy
 - 93% Classroom Teachers teach LA using Art Integration
 - 77% Art Teachers teach LA using Art Integration



Probed on WHY?

- 85% say most compelling reason use art to build literacy skills
 - = closes the achievement gap for high risk students



2014 Crayola Education Strategy Study n = 803 CT, 459 AT and 427 P





Standards

English Language Arts

Reading
Strand

Writing
Strand

Speaking
and
Listening
Strand

Language
Strand



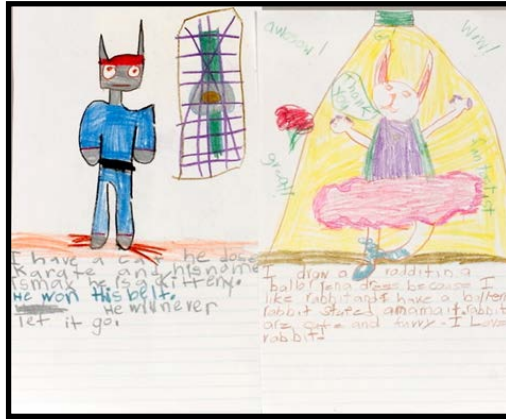
National Coalition for **CORE ARTS** Standards

AATE | AEP | The College Board | EdTA | MENC | NAEA | NDEO | SEADAE

NATIONAL VISUAL ARTS STANDARDS



Reading Strand



Craft and Structure

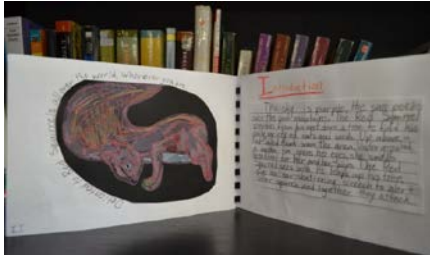
- Naming authors and illustrators and defining roles of each in presenting ideas.

Integration of Knowledge and Ideas

- Describing the relationship between illustrations and the text (what person, place, thing, or idea an illustration depicts).
- Using illustrations to describe a story's characters, setting, and events.



Writing Strand



Text Types and Purposes

- Using a combination of drawing and writing to compose opinion pieces, informative, explanatory texts .
- Using a combination of drawing and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.



Speaking and Listening Strand



Comprehension and Collaboration

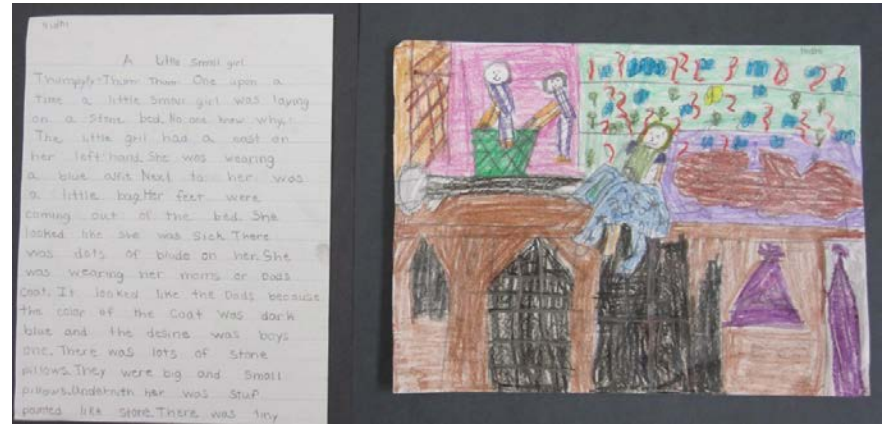
- Engaging effectively in a range of collaborative discussions (one-on-one & groups) with diverse partners building on others' ideas and expressing their own.
- Paraphrasing information presented in diverse media and formats, including visually, quantitatively, and orally.

Presentation of Knowledge and Ideas

- Adding drawings or other visual displays to stories or recounts of experiences to clarify ideas, thoughts, and feelings.



Language Strand



Vocabulary Acquisition and Use

- Determining or clarifying the meaning of unknown and multiple-meaning words and phrases using a range of strategies, including using visual clues as context for word meaning.
- Understanding figurative language, word relationships, and nuances in word meanings.

Knowledge of Language

- Varying patterns for meaning and style.
- Maintaining consistency in style and tone.





National Coalition for **CORE ARTS** Standards

AATE | AEP | The College Board | EdTA | MENC | NAEA | NDEO | SEADAE

NATIONAL VISUAL ARTS STANDARDS

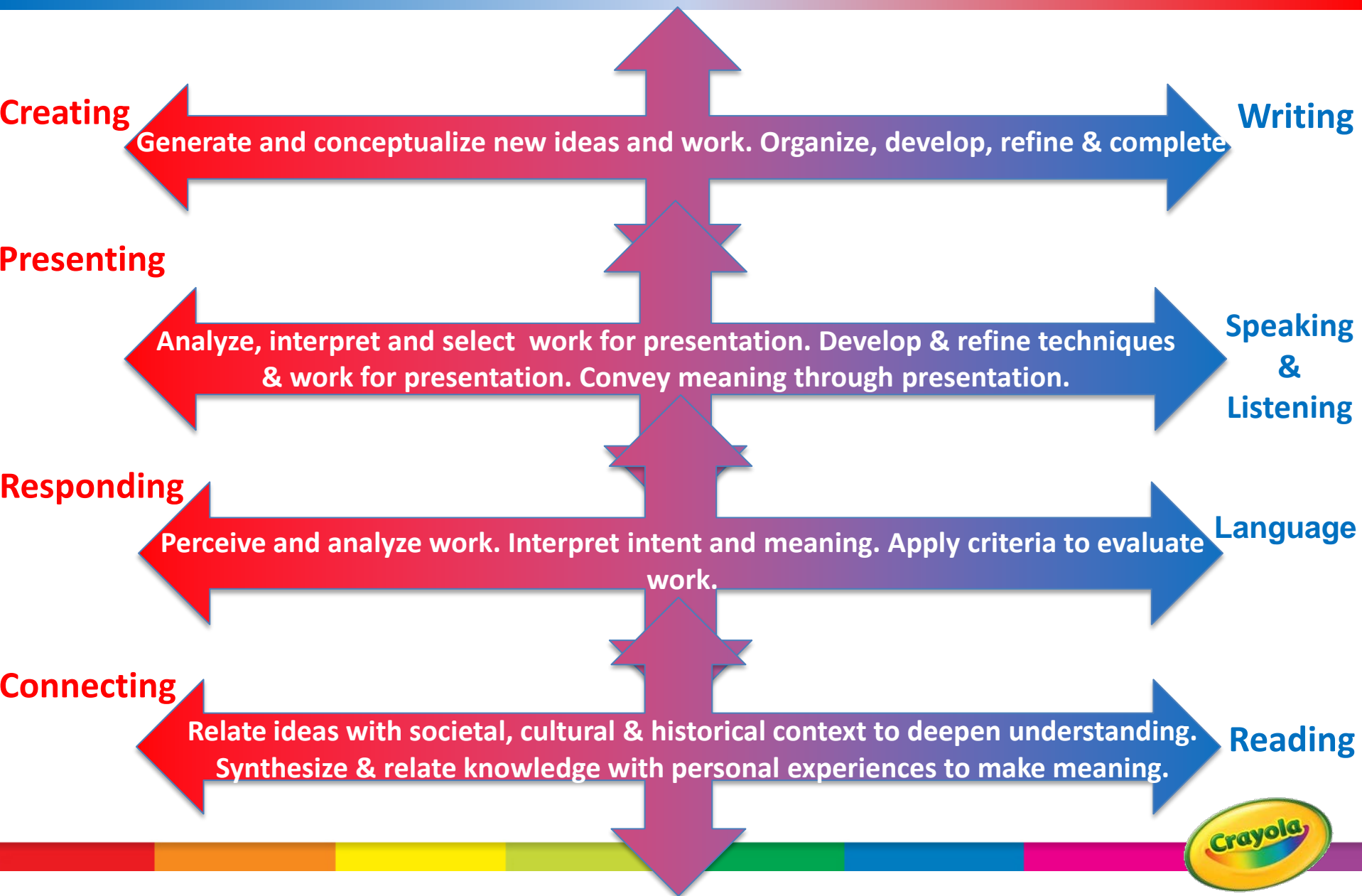
New Core Arts Standards Strands



- **Creating:**
 - Generate and conceptualize new artistic ideas and work.
 - Organize and develop artistic ideas and work.
 - Refine and complete artistic work.
- **Presenting:**
 - Analyze, interpret and select artistic work for presentation.
 - Develop and refine artistic techniques and work for presentation
 - Convey meaning through the presentation of artistic work.
- **Responding:**
 - Perceive and analyze artistic work.
 - Interpret intent and meaning in artistic work.
 - Apply criteria to evaluate artistic work.
- **Connecting:**
 - Relate artistic ideas and works with societal, cultural, and historic context to deepen understanding.
 - Synthesize and relate knowledge and personal experiences to make art.

NATIONAL VISUAL ARTS STANDARDS

Language Arts College and Career Readiness Standards



Illustrators' Convey Meaning

Art Elements

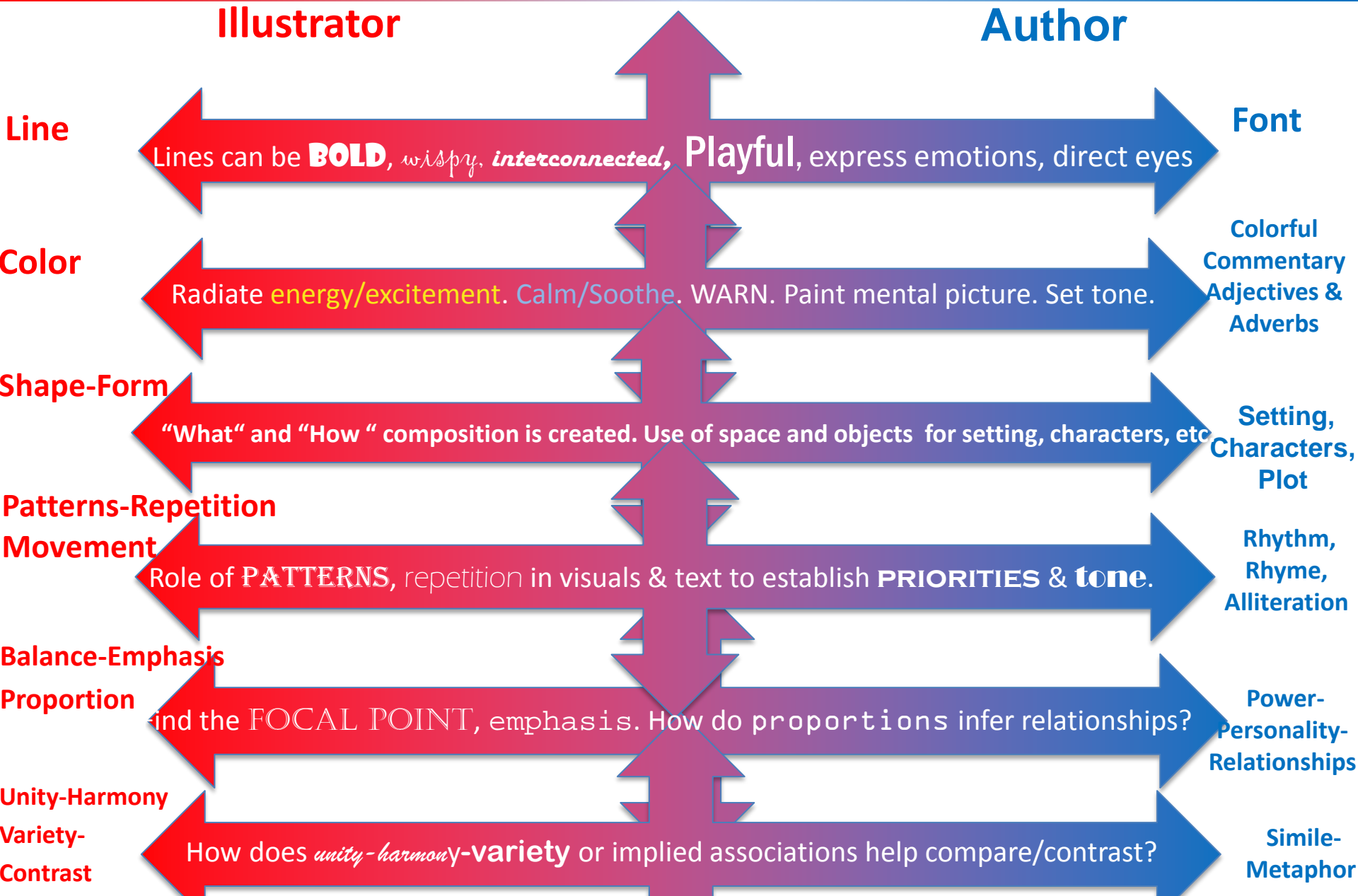
Line
Color
Texture
Shape
Form

Principles of Design

Balance
Emphasis
Movement
Rhythm—Repetition—
Pattern
Proportion
Unity—Harmony
Variety—Contrast

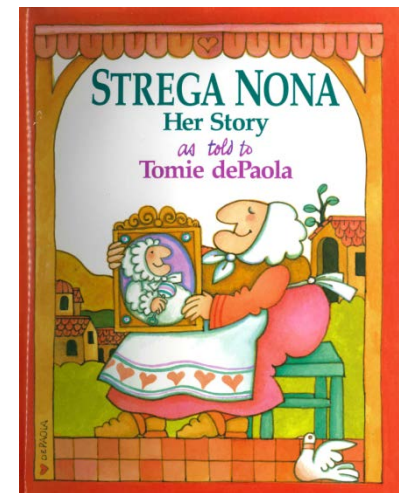
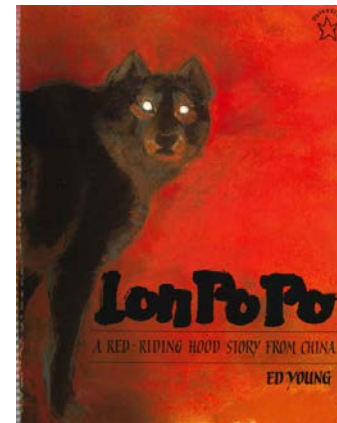
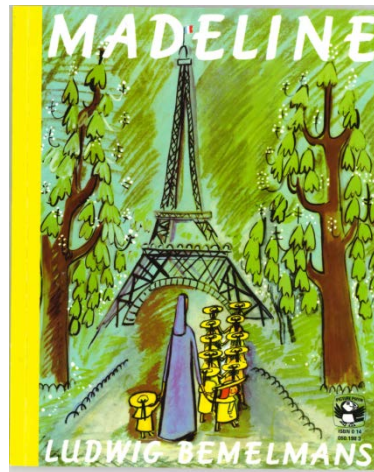
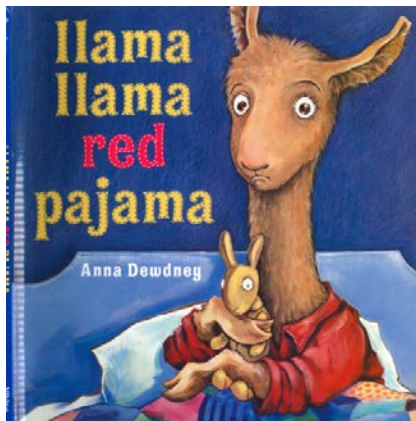


Parallels Between Artists' and Authors' Tools Used to Convey Meaning



Look Again: Visual Thinking & Inquiry Strategies

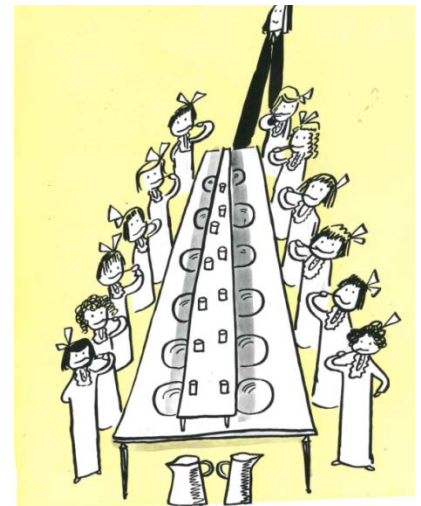
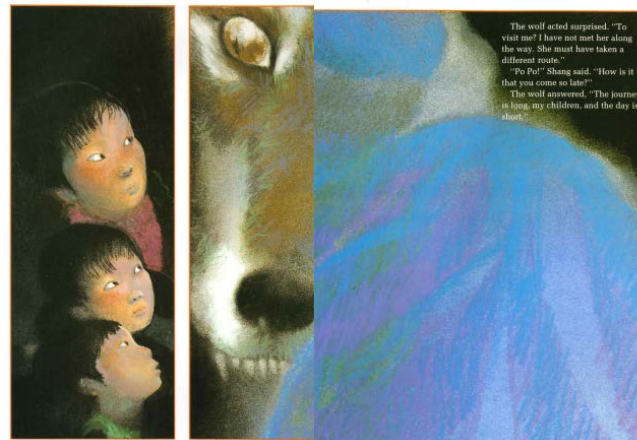
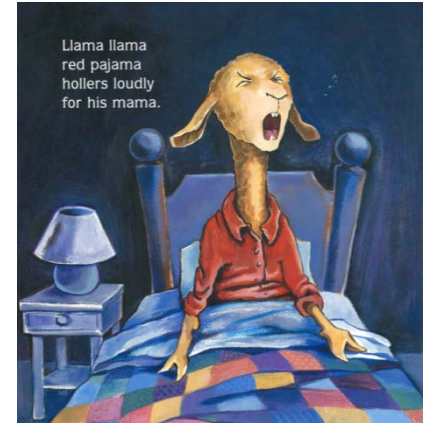
- Extracting insights from an illustration
- Each table = One book illustration. Read visual clues. Interpret how the art conveys meaning. Use what you see for story insights. Discuss artist's intentions: how and what was created.
- Questions:
 - 1. *What do you see?*
 - 2. *What do you think it means?*
 - 3. *What evidence can you find in the illustration to support that?*
 - 4. *What else do you see?*



Illustrators Communication Tools—Reading Images

WHAT DO YOU SEE? WHAT DO YOU THINK IT MEANS? WHAT EVIDENCE SUPPORTS THAT? WHAT ELSE DO YOU SEE?

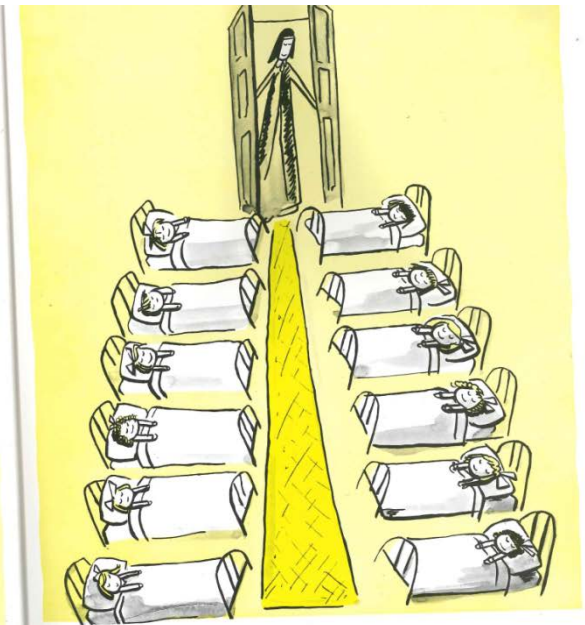
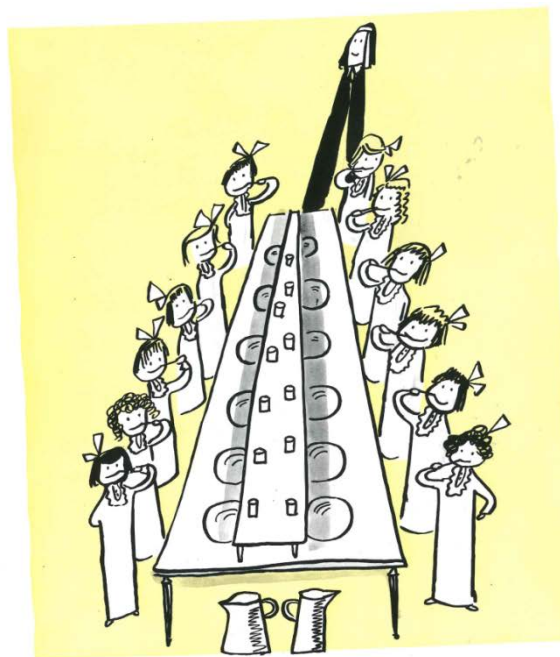
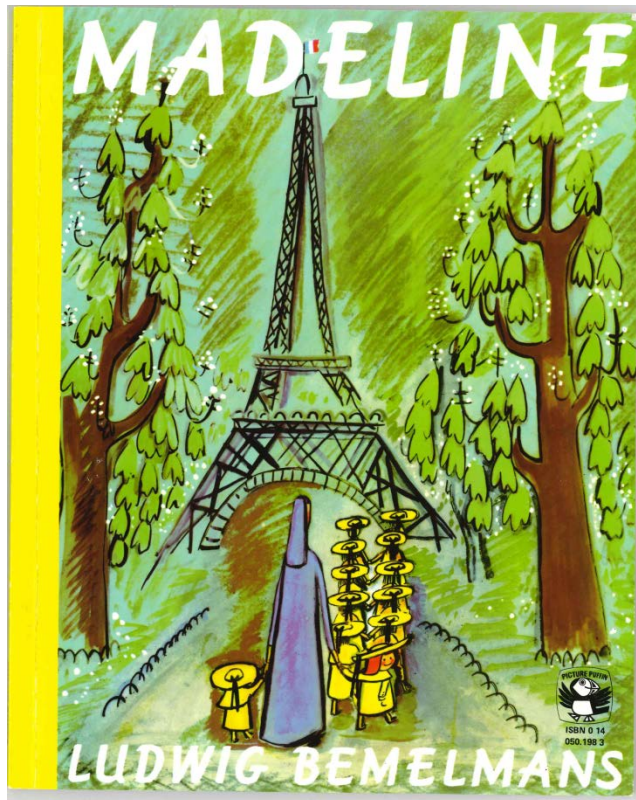
- Composition
- Colors
- Lines
- Movement
- Focal Point-Emphasis-Balance-Proportion-Size-Shape
- Patterns-Repetition
- Unity-Harmony-Variety-Contrast



Madeline

What did your group see? How did the illustrator use visual communication tools to convey meaning?

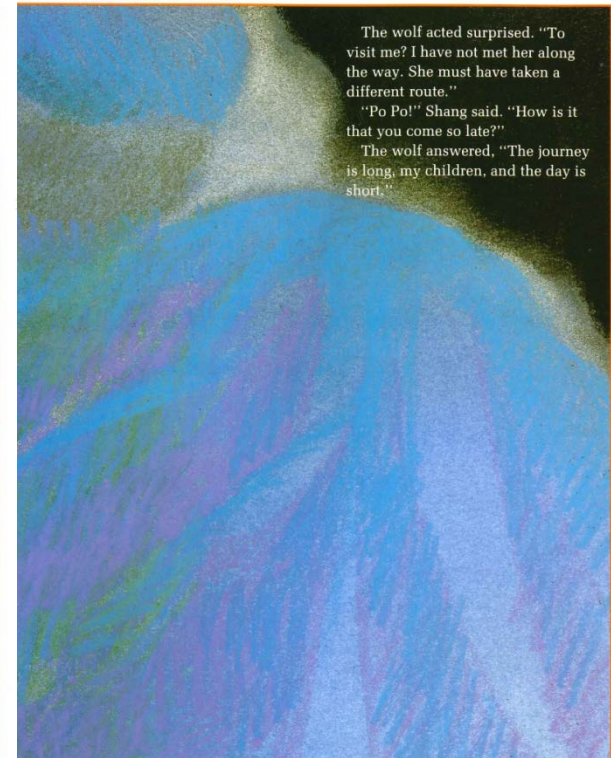
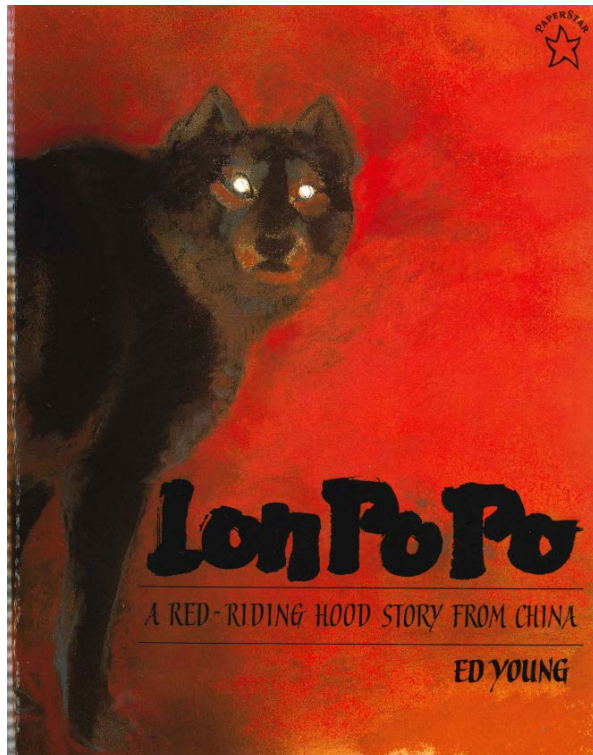
- Rhythm-Repetition-Patterns (*in simple line sketches*)
- Balance-Parallel structure (*in rows of beds, girls actions*)
- Contrast (*cover shows Madeline vs. uniformity and colors in illustrations when she is missing*)



and went to bed.

Lon Po Po

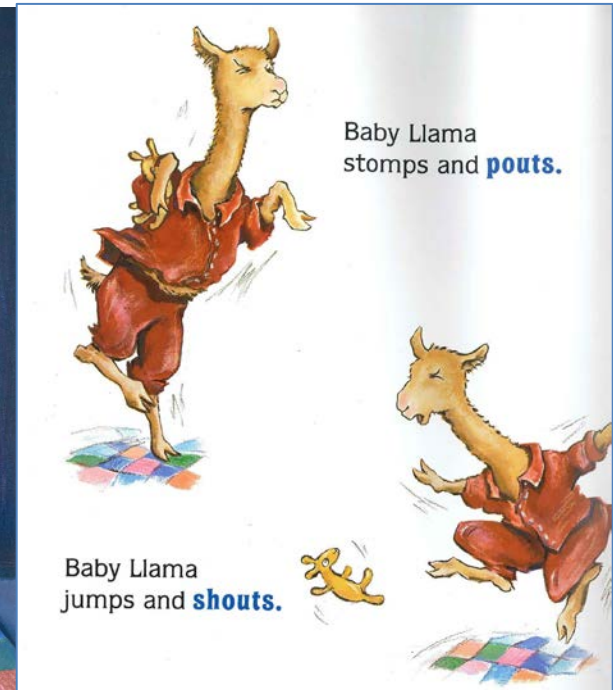
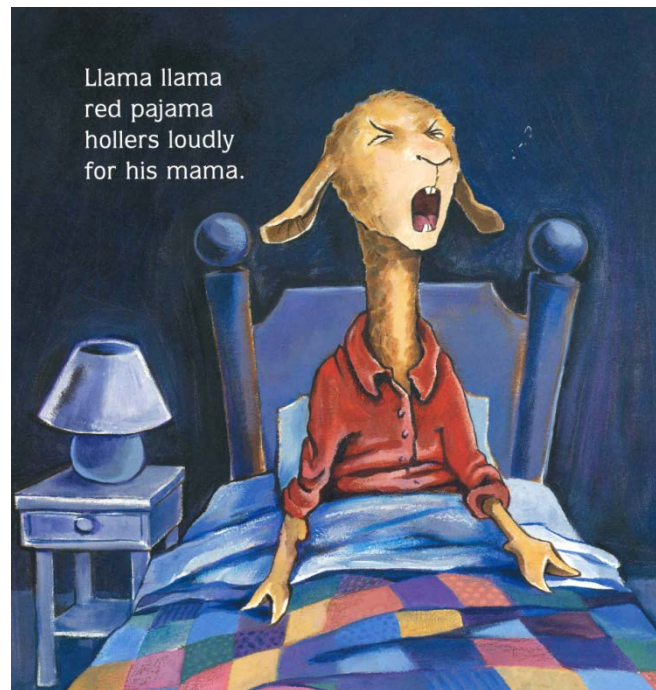
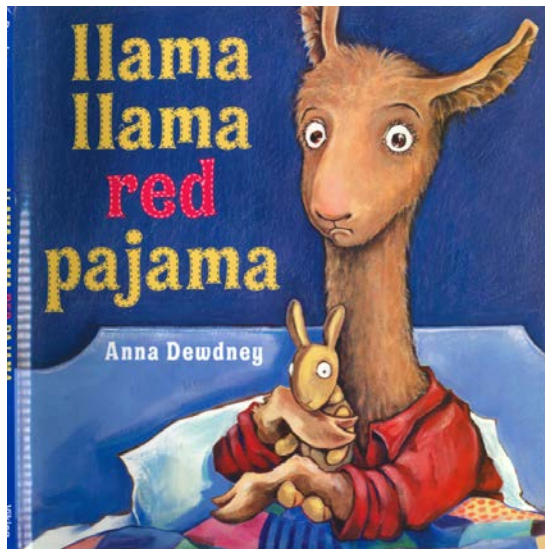
- What clues do the illustrations provide about the plot and characters in this Chinese folktale?
- How do these art elements/principles of design convey meaning?
 - Color (*fiery cover illustration vs. deceptive calm colored cloak disguising the wolf*)
 - Balance-Emphasis-Proportion (*children's faces vs. wolf's face*)
 - Space (*negative space communicates via eyes*)
 - Variety-Contrast (*faces of wolf vs. children*)



The wolf acted surprised. "To visit me? I have not met her along the way. She must have taken a different route."
"Po Po!" Shang said. "How is it that you come so late?"
The wolf answered. "The journey is long, my children, and the day is short."

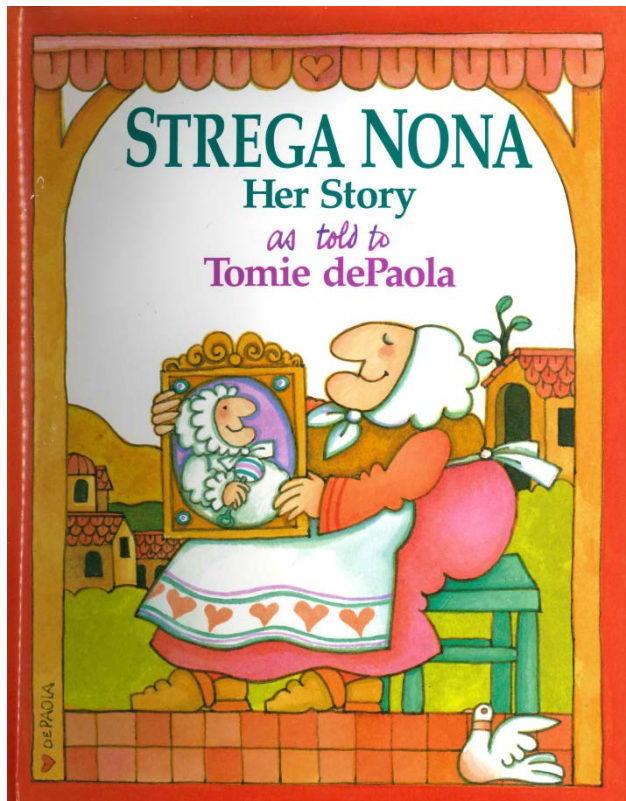
Llama Llama Red Pajama

- What clues do the illustrations provide about the story?
- How are lines used to show motion & emotion? (*slight turn of eyebrow, stump*)
- Colors? (*agitated llama's red pajamas contrast the soothing blue scene*)
- What ways does Dewdney use rhythm-repetition-pattern? (*text and quilt*)



Strega Nona

- What do you see? What do you think it means? What evidence supports that? What else do you see?
- What do the illustrations indicate about the dominate character's personality from the illustration? Characters' relationships?
- How are simple lines used to express facial expressions?
- How do the colors and shapes set a tone? (*warmth and softness*)



Nona and Amelia watched Grandma Concetta mix her lotions and potions. They listened as she talked to the villagers about their troubles—headaches, warts, baldness, and other worries—and gave them her remedies, along with good advice.



Hands On Creative Experience

Why Mosquitoes Buzz in People's Ears

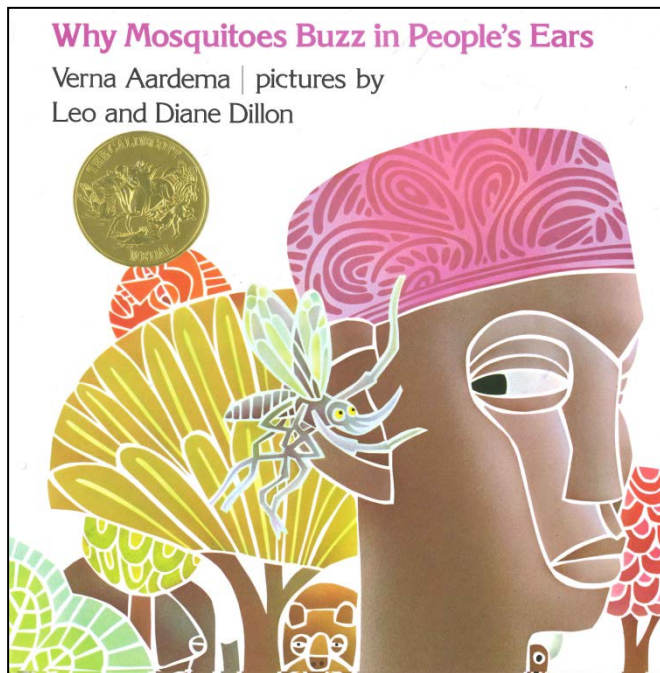
Verna Aardema | pictures by
Leo and Diane Dillon

- **OBSERVE** how illustration conveys meaning.
Explore use of art elements/principles of design.
Infer what's happening. Imagine "what's next?"
- **CREATE** a visual extension of story. Your own scene.
Use consistent style. Convey your intended meaning.
- **SHARE** your work with table mates.
"What's next?" How does your visual tell the story.
Address the language arts and visual art standards.



Why Mosquitoes Buzz in People's Ears

- What do you see? What do you think it means? What evidence supports that? What else do you see?
- What clues do the illustrations provide about characters, plot & setting?
- How do the art elements/principles of design convey meaning?
 - *Proportion-size of Mosquito cover. Compare monkey's hands larger squeezing owlet.*
 - *Texture- jagged edges monkey fur.*
 - *Space-eyes who looking away or focusing.*
 - *Patterns-trees, hat, nest, lion's mane.*



Art Techniques

Striking Night Images



*Tip: Put a
drop of
water on
each color
first*



Watercolor Resist



*Tip: Either
draw then
brush with
water OR dip
in water,
then draw*



SHARE your work with table mates.

- 🖍️ “What’s next...” How does your visual tell your version of the story?
- 🖍️ How did you use art elements/Principles of Design to convey meaning?
- 🖍️ What language arts and visual art standards did this work address?



Thank You



www.crayola.com

Colorful Literacy Skill Building

Lessons that integrate reading, writing and art spark children's imaginations, enhance comprehension, and motivate students to draw upon what they've read. Pique their interest and add personal relevance as students create and illustrate original stories and visual book reports. Find the step-by-step instructions for these lessons at www.crayola.com/colorfullearning

Bedtime Book Report

Bedtime reading takes on a new meaning. Students choose and read a book about bedtime or sleeping then create 3-D sculptures to showcase the main characters and events in these book reports.



Me and My Book

Children love to read stories about children. Urge students to compare and contrast the lives of children they read about to their own experiences. Students create life-size self-portraits of themselves holding a book, then place the reports with the book covers.



Bold & Bright in Harlem

Students of all ages can explore the Harlem Renaissance and the creative style of artists who founded that movement. Students define the notion of community and write a descriptive story about the places they share with friends and neighbors.



Revisiting Casey at the Bat

Successes and failures are part of achievement. Share the poem "Casey at the Bat." Then ask students to create original drawings of themselves working toward a personal goal. Ask what emotions they feel when they fail and succeed in athletics, musical performances, school activities and other areas. Children create an original drawing and poem based upon their observations and emotions in pursuit of personal goals.



Book Characters' Comments

Characters come alive and even comment on the books wherein they live! Students imagine what their favorite story-book characters think about. Ask children to select a book, analyze the reading material and identify the work's most memorable character. Then students symbolically represent their understanding of this character in drawings and descriptive statements attributed to the character.



Ringgold's Storytelling Art

Children explore various art forms, including quilting and literature, created by African-American artist Faith Ringgold. Students compose original family memory stories and illustrate them with paper quilts, using Ringgold's style as inspiration.



