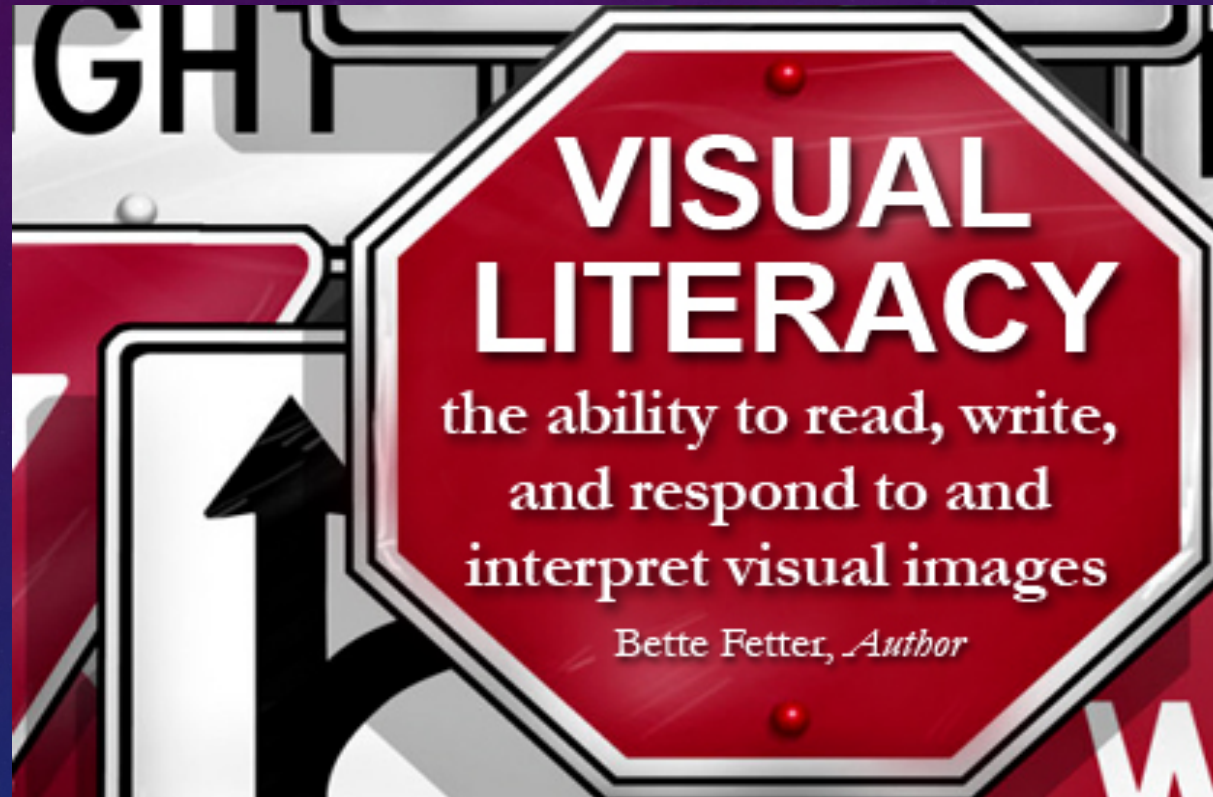


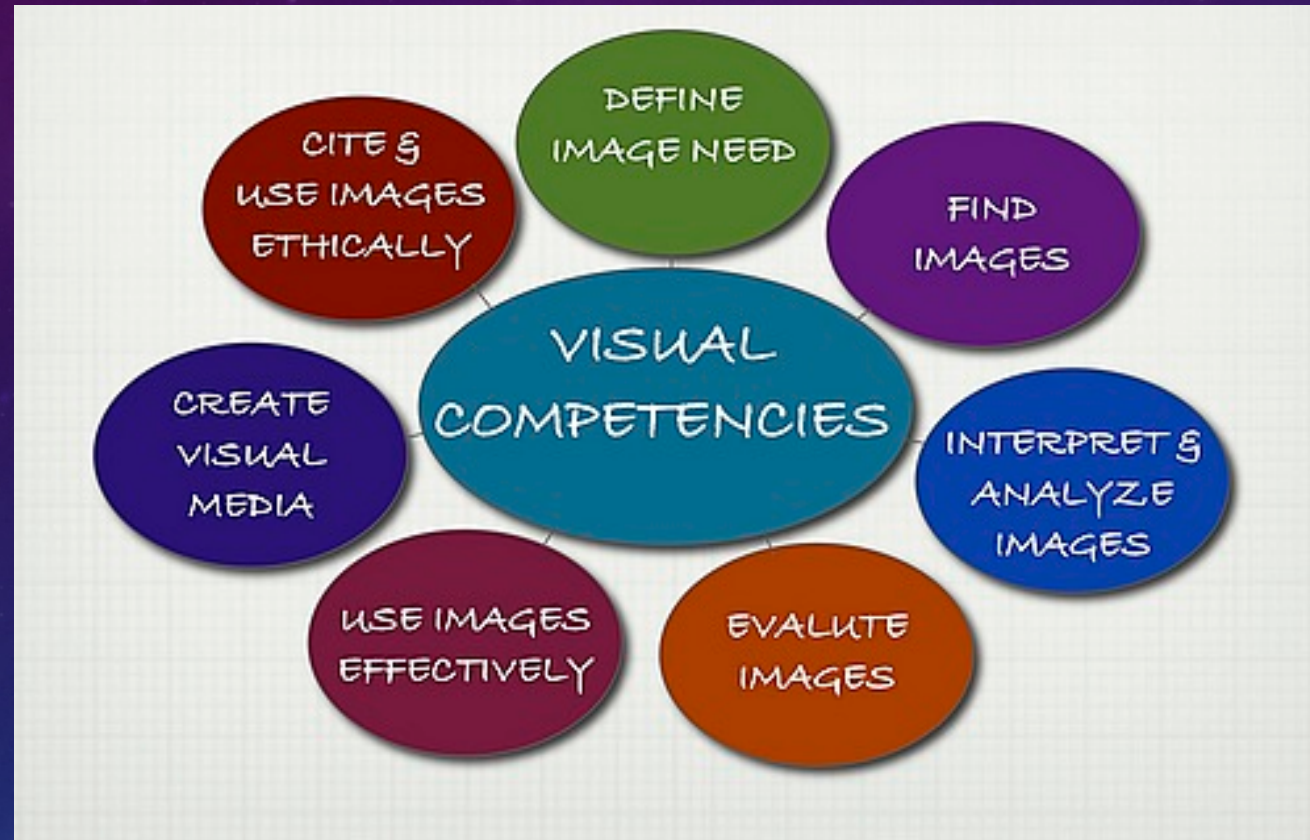
The background is a deep blue gradient with a subtle pattern of white dots, resembling a starry sky. Overlaid on this are several faint, white geometric elements: concentric circles, arcs, and dashed lines. Some of these elements include small arrows indicating a clockwise or counter-clockwise direction. A prominent circular scale with numerical markings from 140 to 260 is visible on the left side of the image.

# VISUAL LITERACY

LICEO STATALE ALESSANDRO MANZONI CASERTA –ITALY

WORKSHOP TEACHER: EMMA ABBATE





## salience

What part of the picture attracts our attention the most?

- colour
- shapes
- characters
- perspective
- foreground/background

Why do you think the author or illustrator has chosen this part?

How does it affect how we feel about what's happening?

## vectors

How do our eyes move across and around the picture to understand what is happening?

Where do we look first?

Does the eyeline of the characters have an effect on how we see the picture and what is happening?

## contact

Are the characters looking directly at us (demand) or away (offer)?

What effect does this have on how we feel about them and the event happening in the text?

## power

Who or what has the power in the image?

Is the eye level high, low or even?

How are the shapes, bodies, objects and perspective organised to give or show who has the power?

Why?

By understanding and using these concepts to think about images, we can talk about them using a common language to explore and understand them.

**le mille  
luci di**

# **New York**

**Basquiat  
Clemente  
Haring  
Schnabel  
Warhol**



Name: \_\_\_\_\_

## Visual Literacy:

*Visual information is everywhere. Computer screens, television, signs, symbols, books, magazines, movies and even body language provide visual images. Your ability to interpret and make meaning from that information is a sign of your visual literacy.*

A Critique of:

Artist/Creator : (if known)

Time period:

Medium:

### VISUAL ANALYSIS:

1.    **Describe:** *Describe everything you see in the piece as if you were describing it to someone who could not see it.*
  - 1b. **THEN:** *Choose 3 elements and principles that are most important in this piece and explain why.*
2.    **Identify:** *Write down two questions you have after looking at this piece?*
3.    **Interpret:** *Given what you see and know about this piece, what do you think it means? What message is the creator trying to express?*
4.    **Evaluate:** *Is this piece successful? Does it achieve its purpose? Why or why not?*
5.    **Reflect:** *What is the possible impact of this piece? What more do you want to know after viewing it?*

## Visual Literacy Evaluation Rubric:

|                                     | 3                                                                            | 2                                                                  | 1                                                                            |
|-------------------------------------|------------------------------------------------------------------------------|--------------------------------------------------------------------|------------------------------------------------------------------------------|
| <b>Written expression:</b>          | Expressed ideas in complete thoughts, used proper grammar, punctuation, etc. | Expressed some ideas well, some grammatical errors                 | Fragmented ideas, poor grammar                                               |
| <b>Effort:</b>                      | Took critique seriously, gave best effort                                    | Gave some effort to critique                                       | Gave no effort to critique, did not seem to care                             |
| <b>Personal Ideas and Opinions:</b> | Used own original thoughts, ideas and opinions                               | Used some original thoughts, ideas and opinions                    | Copied others, did not think for themselves                                  |
| <b>Artistic Analysis:</b>           | Discussed design el/prin well, supported opinions with artistic evidence     | Recognized some design el/prin, some support for artistic opinions | Did not discuss design el/prin, offered little support for artistic opinions |

**Total :** \_\_\_\_\_