



# Reading in ART

What does it mean to be a proficient reader in Art at Broughton High School?

Disciplinary literacy is defined as the confluence of content knowledge, experiences, and skills merged with the ability to read, write, listen, speak, think critically and perform in a way that is meaningful within the context of a given field.

In Art pupils read to support & direct creative work; reflect on & assess the visual quality of their artwork and that of peers; critically engage with and investigate Artist's work.

## DISTINCTIVE FEATURES

1. Interpreting instructions & guidance for creative work.
2. Applying assess criteria to creative work.
3. Questions which prompt reflective, critical thinking and writing.
4. Gathering contextual research on Artworks, Artists and Art Movements.

## DEMANDS AND STRATEGIES

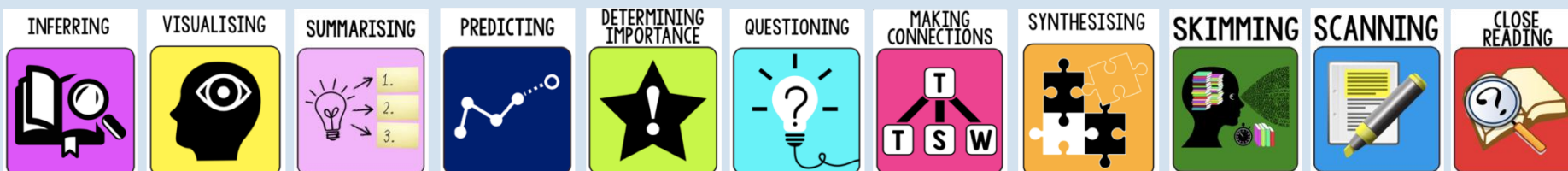
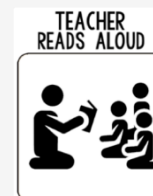
Pay attention to detail & think sequentially. **Visualizing & Inferring.** **Teacher modelling of fluency.**

Make links between written & visual language. **Synthesizing, Making Connections, Questioning & Visualizing.** **Repeated Reading**

Wider critical reading of a range of sources to support analytical discussion & critique. **Summarizing, Scanning & Determining Importance.**  
**Pause, prompt, praise; Celebrating Reading; Neurological Impress; Silent Reading; Feedback from Fluent Reader.**

## Texts in Art

- Project PowerPoints
- Analytical question prompts
- Art History Texts
- Art Gallery & Artist Websites
- Culture Articles
- Art critic pieces
- Exhibition Reviews
- Artist interviews
- Poems/Short Stories



DISCIPLINARY LITERACY

