Elements of Visual Literacy

Offer

When a character gazes at another person or object in a story which encourages the audience or reader to also look at what they are viewing.

Demand

When a character in the story gazes **directly out of the page** at the reader.

This forms a **connection** between the character and the reader or viewer.

Colour

Colours are used to evoke different **emotions** in the readers or audience. Different colours can prompt various moods:

Hot colours: excitement, happiness and anger

Cool colours: harmony, peace, sadness

Composition

The **arrangement of items within** an illustration that have been **deliberately** placed in a location.

This includes where the character is in relation to the borders of the image.

Perspective

Make the audience feel intimate with the characters or more distant.

Extreme close-up: A shot that zooms right up in a persons facial features.
Mid-shot: Shows a persons whole face and part of their clothing.
Wide shot: The subject in the image is far away and the scenery becomes the main focus.
Bird's eye view: commonly used in movies.

Body Language

A form of **non-verbal communication** perceived by the audience or reader.

It consists of how the character displays their emotions through **posture, gestures** and **body language.**

12 posters

Visual Literacy

Janne Seppänen

Visual Literacy:

Visual Literacy David Mike Moore,Francis M. Dwyer,1994   Visual Literacy Roger B. Fransecky,John L. Debes,1972   Visual Literacy James Elkins,2009-09-11 What does it mean to be visually literate Does it mean different things in the arts and the sciences In the developed West or in developing nations This groundbreaking collection explores what impact the new concept of visual literacy has on art history   **Visual Literacy** Mark Newman,Donna Ogle,2019-10-31 Visual Literacy examines how teachers can use visuals to improve learning for all students It provides teachers with a foundation in visual literacy defined as the ability to read think and communicate with visually presented information Results of studies of students using visual information indicate that most students are clearly lacking in the tools needed to use visuals effectively The book orients teachers to visual literacy and the world of visuals It discusses various classroom tested strategies and activities for all students including second language learners and students with special needs Stressing visual literacy skills helps students understand a visual more deeply so they can master the content they are learning Teachers will learn to employ a literacy triad of reading thinking and communicating to aid students in their study of visuals First they inquire into the visual reading it for content and context including assessing the authenticity of the document Second they think about the document by analyzing interpreting and evaluating it to come up with answers to their inquiry Graphic organizers help students decipher the content and understand the meaning of the visual document connecting it to prior and future instruction Third they communicate their findings using visuals   **Digital Visual Literacy** Nicole M. Fox,2022-04-22 Designed to introduce visual literacy to instructional librarians this book shows librarians how to make visual literacy relevant and engaging by framing it as a digital skill Millions of images are uploaded to social media every day and students are increasingly being asked to participate in such image rich research projects as websites and blogs Image manipulation and photo editing are commonplace but the visual literacy skills needed to detect that kind of misinformation aren t Students need help learning how to find evaluate and use images in an ethical and effective manner Digital Visual Literacy is designed to introduce visual literacy to instructional librarians This concise introduction teaches visual literacy as a digital skill complete with digital humanities based workshops and assignments to make instruction informative and engaging It covers all aspects of visual literacy from copyright to image evaluation Each chapter clearly explains visual literacy standards and proficiencies and offers practical instructional assignments in class demonstrations and more through the use of digital humanities tools   Visual ""literacy"" Paul Messaris,1994-01-26 How do pictures both moving and still create for us an almost palpable world of objects and events With this question in mind Paul Messaris analyzes the process by which people interpret and respond to visual media movies TV photographs drawings and the arts and discusses the social and political agendas that may underlie the use of visual manipulation   Teaching, Learning, and Visual Literacy Billie Eilam,2012-08-27 Visual literacy is an increasingly critical skill in a globalizing digital world This book addresses the core issues concerning

visual literacy in education underscoring its importance for the instruction of students and educators Professor Billie Eilam argues that the incorporation of visual skill development in teacher training programs will help break the cycle of visual illiteracy Understanding the pedagogical benefits and risks of visual representation can help educators develop effective strategies to produce visually literate students Eilam presents a broad overview of theoretical knowledge regarding visual representation as well as a discussion of best practices for the use of visual elements in schools In addition to theory Eilam includes practical exercises for introducing visual literacy into teacher education offering strategies for analyzing visualization in curricula and for increasing awareness of visual culture *Developing Visual Literacy in Science, K-8* Jo Anne Vasquez,2010 Teaches educators how to help their students develop skills in interpreting photographs charts diagrams figures labels and graphic symbols from publisher description **A Primer of Visual Literacy** Donis A Dondis,1974-09-15 This primer is designed to teach students the interconnected arts of visual communication The subject is presented not as a foreign language but as a native one that the student knows but cannot yet read Responding to the need she so clearly perceives Ms Dondis a designer and teacher of broad experience has provided a beginning text for art and design students and a basic text for all other students those who do not intend to become artists or designers but who need to acquire the essential skills of understanding visual communication at a time when so much information is being studied and transmitted in non verbal modes especially through photography and film Understanding through seeing only seems to be an obviously intuitive process Actually developing the visual sense is something like learning a language with its own special alphabet lexicon and syntax People find it necessary to be verbally literate whether they are writers or not they should find it equally necessary to be visually literate artists or not This primer is designed to teach students the interconnected arts of visual communication The subject is presented not as a foreign language but as a native one that the student knows but cannot yet read The analogy provides a useful teaching method in part because it is not overworked or too rigorously applied This method of learning to see and read visual data has already been proved in practice in settings ranging from Harlem to suburbia Appropriately the book makes some of its most telling points through visual means Numerous illustrated examples are employed to clarify the basic elements of design teach an alphabet to show how they are used in simple syntactic combinations See Jane run and finally to present the meaningful synthesis of visual information that is a finished work of art the apprehension of poetry Connecting Visual Literacy to Theory Ricardo Lopez-Leon,Dana Statton Thompson,2024-07-12 This volume seeks to close the gap between education systems across the world that remain systematically devoted to understanding our world through text rather than images Through an exploration of the contributions of well and lesser known visual thinkers from across disciplines and geographies the contributors offer contemporary appraisals and modern re conceptualizations of the subject The book illuminates how experts from various disciplines ranging from art communication education and philosophy laid the foundations for what we know today as visual literacy These foundations and innovative

ways of thinking and understanding images have been disruptive but until now have been relatively understudied As such the chapters examine the context of individual thinkers expanding upon famous theories and providing new insight into why these visual and cognitive processes are imperative to learning and education and to disciplines spanning art history museum studies philosophy photography and more The authors all members of the International Visual Literacy Association IVLA are committed to advancing the study of visual literacy by raising new questions and proposing new routes of inquiry A unique and timely exploration of the way we derive meaning from what we see and how we interact with our visual environment it will appeal to researchers scholars and educators from a range of interdisciplinary backgrounds across art art education art history design information science photography and visual communication   *Seeing Sense* Jake Hope,2020-07-24 Foreword by Sir Philip Pullman CBE FRSL Illustrated foreword by Chris Riddell OBE The burgeoning field of visual literacy can be universally understood across a wide variety of cultural backgrounds regardless of traditional literacy levels A key tool for navigating digital devices there is often an antipathy surrounding visual literacy borne out of stigma and at times intimidation Seeing Sense brings together research and best practice from different organisations and institutions all over the world to showcase the role of visual literacy as a tool for promoting reading It will be key in raising awareness among librarians and education practitioners promoting aspiration and achievement among the children and young people they work with Coverage includes an overview of visual literacy as a tool for reading development the role of visual literacy in design and display within libraries and resource centres advice for library and information professionals on how to gain greater confidence in using and understanding visual literacy as part of strategies to engage readers a number of practical case studies to illustrate the power and potency of visual literacy as a key tool for making reading accessible engaging and appealing for all   **Visual Literacy** Lynell Burmark,2002 The signs are everywhere for those who can read them Because of television advertising and the Internet the primary literacy of the 21st century will be visual It s no longer enough to read and write text Our students must learn to process both words and pictures They must be able to move gracefully and fluently between text and images between literal and figurative worlds Page 4 of cover   *Visual Literacy Skills* Carrie Patterson,2019-07-10   **Introduction to Visual Literacy** Deborah Curtiss,1987   **Resources in Education** ,1995-07   **I See what You Mean** Steve Moline,2012 n this new and substantially revised edition Steve continues his pioneering role by including dozens of new examples of a wide range of visual texts from time maps and exploded diagrams to digital tools like smartphone apps and tactile texts   **Looking and Learning: Visual Literacy across the Disciplines** Deandra Little,Peter Felten,Chad Berry,2015-03-13 In this volume the authors focus on the importance of inclusive teaching and the role faculty can play in helping students achieve though not necessarily in the same way To teach with a focus on inclusion means to believe that every person has the ability to learn It means that most individuals want to learn to improve their ability to better understand the world in which they live and to be able to navigate their pathways of life This volume includes

the following topics best practices for teaching students with social economic gender or ethnic differences adjustments to the teaching and learning process to focus on inclusion strategies for teaching that help learners connect what they know with the information presented environments that maximize learners academic and social growth The premise of inclusive teaching works to demonstrate that all people can and do learn Educators and administrators can incorporate the techniques of inclusive learning and help learners retain more information This is the 141st volume of the quarterly Jossey Bass higher education series New Directions for Teaching and Learning It offers a comprehensive range of ideas and techniques for improving college teaching based on the experience of seasoned instructors and the latest findings of educational and psychological researchers **Visual Literacy in the Digital Age** International Visual Literacy Association,1994-01-01 This document contains selected papers from the 25th annual conference of the International Visual Literacy Association IVLA Topics addressed in the papers include the following visual literacy graphic information in research and education evaluation criteria for instructional media understanding symbols in business presentations multimedia image ethics digital images visual information strategies screen design color preference deep viewing mythological symbols visual thinking skills digital technologies identifying visually gifted young children representation of culture in children s picture books adult learning humorous visuals in computer based instruction virtual reality tools for learning the impact of Channel One school newscasts Civil War photography technology and the art curriculum and computer mediated instruction Also included are bibliographies of IVLA publications from 1983 93 JLB *The Power of the Gaze* Janne Seppänen,2006 The Power of the Gaze a textbook on visual literacy entices the reader to seek significant structures in everyday visual reality which are called visual orders Visual orders can be found in representations visible surroundings or in nonverbal interaction that relies on gaze In order to understand what one looks at one must first understand what it means to gaze and what it means to look Visual literacy is defined as the critical understanding of the meanings of visual orders The book is written for all readers interested in visual culture and its phenomena Visual Literacy Strategies, K-5 Marva Cappello,Nancy Walker,2018-05-01 Build students knowledge and skills for visual literacy Today s society has become increasingly visual Based on practical research this book equips teachers with innovative strategies to engage primary school students with today s visual media With concrete tools and techniques sample lessons and a wide range of suggested visuals to use in the classroom teachers can help students comprehend visuals such as images charts graphics and multimedia texts across the content areas This must have e book provides strategies for both receptive and productive purposes of visual literacy and is organized by content area to support all teachers These approaches focus on valuing evidence in visual texts and develop all literacy skills to engage students in building 21st century skills and higher order thinking

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