# **Literacy Across the Disciplines: Arts**

## **Course Companion Literacy Academy on Demand**

The Course Companion is designed to allow participants to capture notes, reflections and action steps as they work through the course. Additionally, the Course Companion contains a list of all extra resources listed in the course. Each section of the Course Companion is linked to a corresponding section of the course.

### **CONSIDER THIS SCENARIO**

Ms. Spencer is a high school art teacher. While she spends much of her time helping students hone their skills in drawing and painting, she also knows that art reflects and sheds light on society, culture, and key historical events. One of her favorite units to teach has been on the historical eras that shaped and were shaped by great artists. She has even worked with teachers from the social studies department to examine these historical eras in more depth. She decided to introduce short historical and biographical texts in her classes to introduce artists and their time periods. However, she notices that many students struggle to make it through the passages and often do not seem to comprehend what they read. She knows that the English Language Arts department and Intervention Specialists work with students who struggle to read, but she would like to do something in her classes to support these students. She is just not sure exactly how to support them.

Can you relate to the above scenario? In what ways are your challenges in literacy instruction similar or different?

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**Supporting Art Literacy: Part One with Dr. Joshua Lawrence (VIDEO)**

**Notes:**

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**Reflection Question on Video One:** Consider some components of the Simple View of Reading identified by Dr. Lawrence that impact reading in the arts (Background, reasoning, academic language & vocab, searching & sources, literacy knowledge, perspective taking). Which of these elements of effective reading do you commonly draw on in your classroom? What elements might you begin to employ to more effectively teach your students?

**Supporting Art Literacy: Part Two with Dr. Joshua Lawrence (VIDEO)**

**Notes:**

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### **COURSE REFLECTION**

Which of the tools and/or strategies identified by Dr. Lawrence could you incorporate into your current instruction in the arts? What steps do you need to take?

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### **RESOURCES LISTED IN THE COURSE**

[Ohio’s Fine Arts Standards](https://education.ohio.gov/Topics/Learning-in-Ohio/Fine-Arts/Fine-Arts-Standards) provide guidance on the knowledge and skills that students should possess in the arts. Effective literacy instruction and resources can greatly enhance students’ knowledge and skills associated with the arts as well as their appreciation and experience of the arts.

The [High-Quality Instructional Materials Rubric – K-12 Fine Arts](https://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/OLS-Graphic-Sections/Resources/High-Quality-Instructional-Material/HQIM-Rubrics/Fine-Arts_HQIM-Rubric.pdf.aspx?lang=en-US#:~:text=Ohio's%20rubric%20is%20composed%20of,help%20focus%20the%20review%20process.) provides guidance on selecting materials that support a robust, effective curriculum for fine arts. As you review the rubric, keep in mind that ways that reading, writing, and speaking are essential parts of high-quality instructional materials.