

# Facilitation Guide



## Image Analysis Routine

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### Activity Summary:

Students use this routine to analyze an image for 'art elements' archetypes, and stages of the hero's journey.

### Why the Arts:

Visual literacy is an important skill that can enhance a student's comprehension of the text.

### Assessment:

**Formative:** Students can complete the routine in pairs.

**Summative:** Students can complete the routine as a summative assessment using an image they haven't seen before. Students can be assessed on the ability to identify and provide supporting evidence of: art elements, archetypes and stages of hero's journey.

### Lesson Connections:

**Grade 6, Module 2, Lesson 19 and 20**

Can replace Student Handout 19B.

Any lesson that asks students to analyze art.

### Connection to Module Goals/EOM Task:

In the EOM task, student narrative must include four required archetypes (hero, mentor, ally, shadow) and the five required stages (call to adventure, meeting with mentor, tests / allies / enemies, the ordeal or the reward, and the resurrection or return with the elixir).

### Standards Alignment:

ELA:

**RL.6.1** – Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**W.6.10** – Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Arts:

**VA:Re9.1.6.a** – Develop and apply relevant criteria to evaluate a work of art.

### Wit & Wisdom Instructional Routines:

This visual analysis thinking routine is a more specific Notice and Wonder that supports the requirements of the EOM task.

### Teacher Background:

Art Elements on Handout 19A

Visual Analyzation Annotation Guide

In Lesson 19 Teacher Edition, the art elements are explained using the Ramayana's Back cover illustration.

Teachers can review the provided annotated Ramayana cover to help connect the art terms to the visual.

### Student Prerequisites:

Archetype anchor chart, Stages anchor chart

### Recommended Student Materials:

[Image Analysis Routine Graphic Organizers and Checklist](#)

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[Google Slides](#)

### Steps for Implementation:

**Learning Target:** I can identify artistic choices, archetypes, and stages of the hero's journey in a work of art. (T1)

#### Rationale:

Knowledge of Archetypes and Stages of the Hero's Journey are necessary for them to write their own narrative for the End of Module task.

Knowledge of Artistic Choices supports the completion of the Arts Integrated Extension option.

**Formative Assessment Option:** Use [Graphic Organizers](#) to inform instruction regarding strengths and misconceptions.

**Summative Assessment Option:** Use graphic organizer with a work of art that the students haven't discussed. Use the provided checklist.

- Did the student use art vocabulary?
- Can the student identify the archetype?
- Can the student identify the stage of the hero's journey?
- Can the student make connections to character, settings or events?

#### First Time Implementation:

To implement this thinking routine, the first time, model the routine for the entire class.

Odysseus and the Sirens would be a good artwork to model because the students already have some schema around the narrative.

If possible, print the works of art in color so each pair of students or students can see the image clearly and/or as an accommodation.

#### Visual Analysis Annotation Guide:

Refer to the accompanying Visual Analysis Annotation Guide to build your capacity in identifying art vocabulary in illustrations. This guide can also be used as a reference for students.

#### Differentiated Graphic Organizers:

There are three different versions of the [Graphic Organizer](#) for this instructional routine. They are labeled Mild (most support), Medium (less support), and Spicy (no supports). Students can have the option to choose which version they'd like to use. (T2)

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[Google Slides](#)



### Steps for Implementation:

#### VISUAL ANALYSIS ROUTINE (T3, T6)

- **What choices did the artist make to help tell the story? Use art vocabulary to be specific.**

**Teacher Tip:** Art vocabulary to focus on if students need an entryway into the image: Color, Shape, Pose, Focal Point, Contrast

- **Where do you notice the archetypes? How do you know?**

**Teacher Tip:** The EOM Task narrative asks students to include all four archetypes. Investigate the ways artists portray the archetypes differently to help the viewer.

- **What stage of the hero's journey do you think is being shown? Provide evidence.**

**Teacher Tip:** The EOM has options for the fourth and fifth stages.

- **What does the artwork reveal about the story?**

**Teacher Tip:** Ask students to use their inference and prediction skills to support their understanding of the artwork.