

# Facilitation Guide

## Visual Annotation

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#### **Activity Summary:**

This resource supports teachers in understanding the art element terms introduced in lesson 19 and helps build capacity in using these terms in the context of a visual analysis. If a teacher has no prior experience in art vocabulary or visual analysis, this resource helps illustrate the meaning of the provided vocabulary and visually shows the written analysis provided in the Wit & Wisdom curriculum. If a teacher has prior knowledge in this area and feels comfortable with their understanding of the material, this resource can help facilitate a class-led visual analysis of the cover of *Ramayana: Divine Loophole*.

Introducing the “art element” vocabulary provided in handout 19A in lesson one helps students create thinking routines around visual analysis which can be applied to all of the visuals in both texts.

#### **Why the Arts:**

Introducing this vocabulary and visual analysis routine early helps students form habits of thinking and provides a structure in which to organize the information they will pull from examining illustrations in both texts throughout the module.

The increased understanding of these terms and how these elements are used in artwork to strengthen plot and character development support the activity in lesson 20 where “Students sketch their hero character, using one of the fundamental elements of art to emphasize one of the hero’s traits or an aspect of their appearance.” (Lesson 20 Teacher Edition, p.249) and helps prepare them for the Content Framing Question for **Lesson 19: “What does a deeper exploration of illustrations reveal in *Ramayana: Divine Loophole*?”** and **Lesson 20: “How does examining specific art elements allow you to explore illustrations more deeply?”**

Providing an annotated guide for the teacher and/or students helps show the analysis and how the terms directly relate to the visual.

#### **Assessment:**

**Formative:** Students are asked to examine artworks in lessons 6, 7, and 10. These can be opportunities to assess student understanding of the art vocabulary and their ability to pull information from a visual.

**Summative:** Lessons 19 and 20 have students analyzing illustrations to deepen their understanding of the entire texts, which is where they are expected to utilize the art elements to support their claims.

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### Lesson Connections:

**Grade 6, Module 2, Lesson 6, 7, 10, 19, 20, 22, 24**

### Connection to Module Goals/EOM Task:

Pulling information from visuals that support the character development, plot, and main themes of a story can help students when creating their own hero's journey narrative.

### 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.

**RL.6.2** - Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

**RL.6.3** - Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

**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:Re8.1.6a** - Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed.

**VA:Cn11.1.6a** - Analyze how art reflects changing times, traditions, resources, and cultural uses.

**VA:Re.7.2.6a** - Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions.

#### State of Maryland:

A4 - I:6-8:2

A7 - I:6-8:2, I:6-8:3, E:6-8:2

A8 - E:6-8:2

A9 - E:6-8:2

A11 - I:6-8:1

### Wit & Wisdom Instructional Routines:

This guide fits into the notice and wonder, pair and share, jigsaw, and provided WW handouts that go along with the analysis of illustrations.

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### Steps for Implementation:

#### Little to no prior experience with or knowledge of art terms (handout 19A):

- Read through elements of art vocabulary in handout 19A
- View annotated image of the Ramayana cover, connect highlighted elements with the specific terms they are referencing – how can you guide students to making these discoveries and connections when viewing the Ramayana cover in lesson one?
- Familiarize yourself with the application of the art terms as they relate to specific elements in the image – use the annotated image to deepen your understanding of how these elements are used in the image to emphasize certain elements of the story

#### If you are already familiar and comfortable with art vocabulary and concepts:

- Feel free to jump right into facilitating the lesson while incorporating the provided vocabulary (handout 19A) when analyzing visuals as a class.
- Gradually incorporate the art vocabulary throughout the module in preparation for lesson 19. This will create a familiarity with the vocabulary so it is not overwhelming when introduced all at once – plus, kids will be excited that they recognize the terms.

**The main goal is to connect the art vocabulary to things the students are already seeing and identifying in the illustrations – giving a name to what they are noticing.**

#### Suggested Gradual Vocabulary Integration:

Teachers can have students keep a running vocabulary list in their notebooks or can create an anchor chart for visual analysis vocabulary that gets added to overtime. As students state what they notice, introduce the vocabulary terms to name these noticeings so they can be put within the context of the visual. Add to the vocab list/chart as the words are introduced, keeping this guide for reference. Continuously reference the art vocabulary when looking at illustrations in the text.

#### Lesson 1

*Introduce:*

**Color** – students may notice the vibrancy of the colors and how colors stick to a character

**Complementary Colors** – when talking about colors, define complementary colors and point out that Rama is blue and orange, while Ravana is purple and yellow – both sets of complementary colors

**Figure** – introduce the term figure when students bring up the size/scale of the characters – Rama is much smaller than Ravana

**Pose** – related to figure, students will notice the poses of the figures and what that may tell you about the story

**Pattern** – patterns help distinguish different elements of things that may be the same or a similar color, a great example is the clothing

#### Lesson 6

*Introduce:*

**Composition** – when students point out different elements of the image like the amputated wing, the crown, and broken flag, talk about how these elements are organized in the image and introduce the term composition.

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### Steps for Implementation:

*Reinforce:*

**Color** – Ravana in his trademark purple

**Figure** – scale of the characters; although Ravana is much smaller than Jatayu he is able to severely injure him

**Pose** – mid-conflict positioning showing action, can you learn anything from Sita's pose?

#### Lesson 7

*Introduce:*

**Line** – shows movement and direction, emphasizes barriers and crossing barriers  
Talk about lines of sight – if you drew an invisible line following the gaze of each character, where would you end up? What are they looking at?

**Contrast** – Rama's bright colors against the dull and dark colors of the capital city (p. 92)

*Reinforce:*

**Color** – supports passing of time, darker and cooler colors for nighttime

Complementary Colors – can mention again Rama is blue wearing orange

**Pose** – clenched fist, strong stance, shows determination (p. 84)

Rama and his army approach the capital city with much calmer stances compared to the violent poses of Ravana's army, which supports the character development of each

**Composition** – layout and scale emphasize the massive barrier the ocean presents

#### Lesson 10

p. 11

*Introduce:*

**Focal Point** – what is the focal point of the image? How do you know? What does that tell you?

**Background** – the elements of Odysseus' life are smaller so they appear further away

**Foreground** – the characters are larger so they feel closer, emphasizing them as the focal point

*Reinforce:*

**Line** – leads the eye to the focal point

**Composition** – center characters surrounded by things in their lives like an embrace, arrangement also shows that these things are related to the center characters

**Color** – vibrant colors convey liveliness

**Figure and Pose** – the scale of the characters emphasize their importance, their pose shows care and connection

**Pattern** – many of the illustrations include small/subtle patterns that in most situations imply texture – clothing, environment, etc.

p. 12

**Pose** – embrace shows love and care – why would Odysseus want to leave?

p. 13

**Focal Point** – What is the focal point in this illustration? How can you tell?

**Line** – Lines from spears and lines of sight lead viewer to the focal point

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### Steps for Implementation:

p. 14-15

*Introduce:*

**Symmetry** - line of symmetry right at the page fold - the castle is a good illustration of this

**Balance** - two characters on each side help balance the image, it would feel different if all of the characters were on one side

*Reinforce:*

**Line** - background lines pointing to the depicted gods, lines connecting names to show familial connection

**Figure** - there are more gods than names, the ones that are actually drawn may be more important to the story

**Composition** - Names laid out to show family tree, figures up top so they don't obstruct important information