PASSIVE DESTRUCTIVE
(Dreikurs, 2013)

quirky personality

LITERACY STUDENT VOICE

Jen
DE-IDENTIFIED

Glasses

Withdrawn

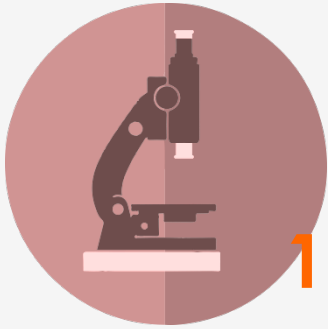passionate about art

Vietnamese background

MULTICULTURAL

(Nugent, 2000)

ANXIETY

'Arts Language' (AL)
Visual metalanguage used to analyse artwork

LEARNING NEED: Develop 'Arts Language'

1 DIAGNOSIS

Impact on Arts Language

1. VCE structure

2. Cultural Background (Phelps et al, 2012)

3. Environment not conducive to learning

(Mancl & Penington, 2011, p. 80)

"Nonverbal behaviour is the most common way "poppy clipping" is experienced…

Prior Knowledge

1. Observational data

2. Academic transcript

3. Teacher feedback

Appendix 1

"Unstructured writing"

"Speak up and connect"

* "reluctant to present knowledge"
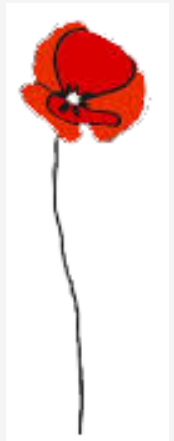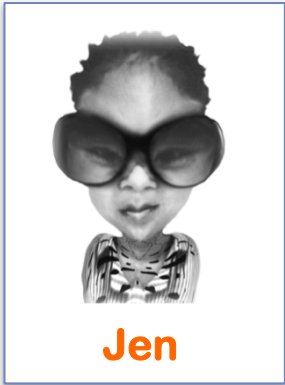
CLINICAL PRAXIS:
Cyclical process of analysis & reflection, integrating theory, evidence, practice & evaluation

Jen

1

INTERVENTION 1:
Diagnosis

2

INTERVENTION 2:
Understanding metalanguage

2:1
Positive learning culture

+

2:2
Process directed feedback

3

INTERVENTION 3:
Critical thinking

3:1
Positive learning culture

+

3:2
Process directed feedback

FUTURE INTERVENTIONS
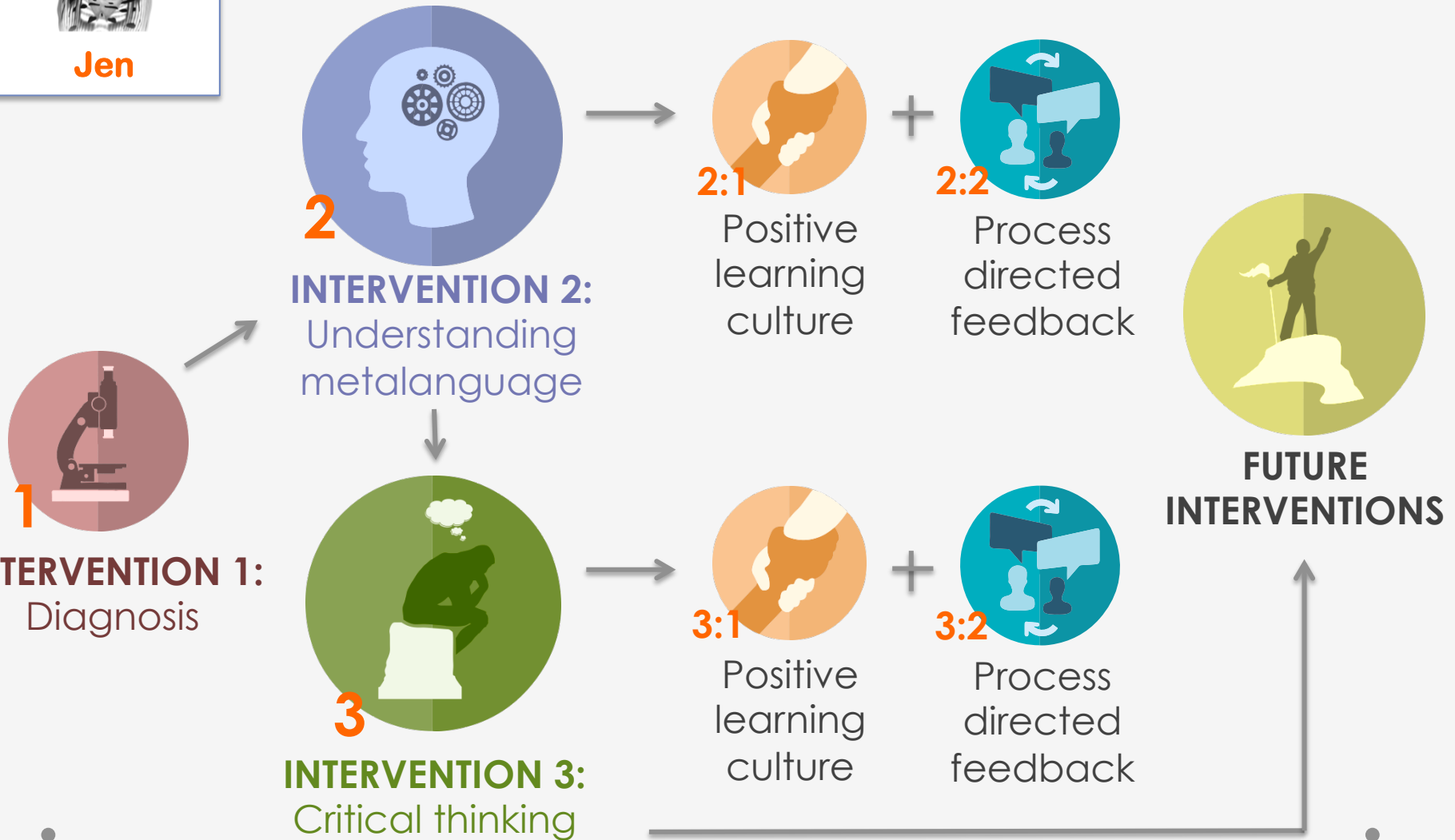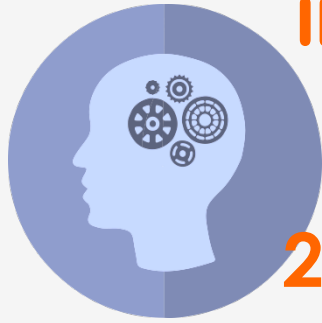
INTERVENTION 2: Aims to facilitate structure within AL (written & oral)

2 UNDERSTANDING METALANGUAGE

2:1 Positive learning culture

2:2 Process directed feedback

Visual Thinking Strategies

1. **Scaffolding - ZPD** (Appleby & Langer, 1983)

VCAA: VCE study design

Decoding of metalanguage – DCT (Clark & Paivio, 1991)

Modeling of feedback, audio, process

2. **Multimodal** – 'building knowledge stage'

Oral recording

'Imperfect process' (Brashears & White, 2006)

Feedback – Feed up, back, forward (Hattie, 2009)

3. **Humanist approach**

Choice Theory (Wubbolding, 2007)

School policy - "Love of learning"

EXAMPLE ANALYSIS – focus on colour

3 POINT FORMULA:

DESCRIBE - NOTICE DETAILS - - -
Describe the aesthetic quality/art element/ materials/techniques...

JUSTIFY - PINPOINT AESTHETICS - - -
Tell us where descriptive qualities are visible on the artwork...this is your evidence.

ANALYSE - PURPOSE OF DESCRIBE + JUSTIFY - -
Explain the qualities/atmosphere/mood created in the artwork...how has 'colour' been used?

How the artwork has used colour

The Old Guitarist Painting by Pablo Picasso depicts an aged, frail man playing his guitar. The artist washes a monochromatic blue colour scheme throughout the image, creating a sense of sorrow and sadness. The guitar player who has white aged hair and frail light blue skin, further evokes a sense of hopelessness. This negative colour scheme is also emphasised by the mans body language, as he sits on the dark, murky ground. The guitar which is a brown-ochre colouring, offers a symbol of hope as it stands apart from the domination of blue which underscores his depressive state.

You may want to research the painting to find out more hints...

eg. This painting was made in 1903 during the 'blue period'. During this time Picasso was heavily influenced by a friends suicide.

Pablo Picasso
The Old Guitarist Painting

Appendix 2

INTERVENTION 3: Aims to facilitate higher order thinking & analysis (written & oral)

3 **CRITICAL THINKING**

3:1 Positive learning culture

3:2 Process directed feedback

ADJUSTMENTS:
Expand analysis, Refine ideas, articulation

Metacognition Strategies

1. Experiential learning (Kolb, 1984)
Exploratory talk celebrating diversity
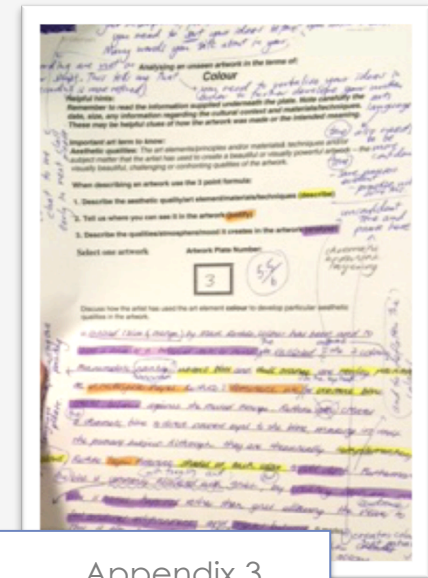
2. Questioning
Authentic/open questions (Boyd & Rubin, 2006)
Peer formative Feedback (Hattie, 2009; Fielding, 2004)

3. Dialogic approach
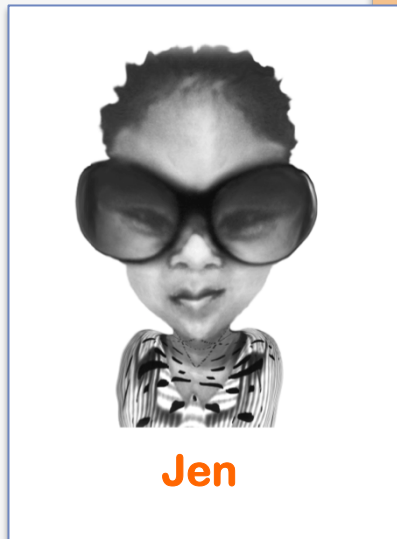'Dialogical class' (Friere, 1996)
Deferring questions (Boyd & Markarian, 2011)

Appendix 3

OUTCOMES: Jen's use of Arts Language

JEN's Results

Jen

oral language edits written language

" I'm just **not** good at expressing my ideas... "

(Dweck, 2000)

FUTURE INTERVENTIONS: GROWTH MINDSET

Debates
Group work – policy
Modeling error
Tackle social context
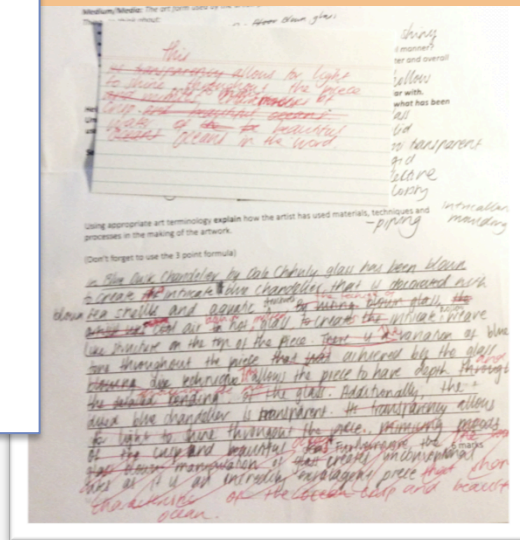
Feedback from Jen is vital (Hattie, 2009)

*   Oral arts language is awkward and unclear

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