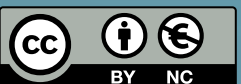**Oide**

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Supporting the Professional
Learning of School Leaders
and Teachers

The Art of Seeing:

Supporting Visual and Critical Engagement

with Multi-Modal Texts

**Professional Learning
2023/2024
Afternoon Session**

Our focus this afternoon is…

- to develop **students' visual literacy** and to support them to **critically engage** with **multi-modal texts** such as advertisements and film.

Supporting Visual Literacy and Critical Thinking

"Visual literacy is the ability… to understand the **relationship between image, text and meaning**…"

(Breslin, 2015)

There is **recurring emphasis** on the integration of spoken and written language and on the **multimodality of forms of communication**…

(Heywood et al., 2019. p.14 as quoted in *Report on the role of prescribed text lists*… 2023)
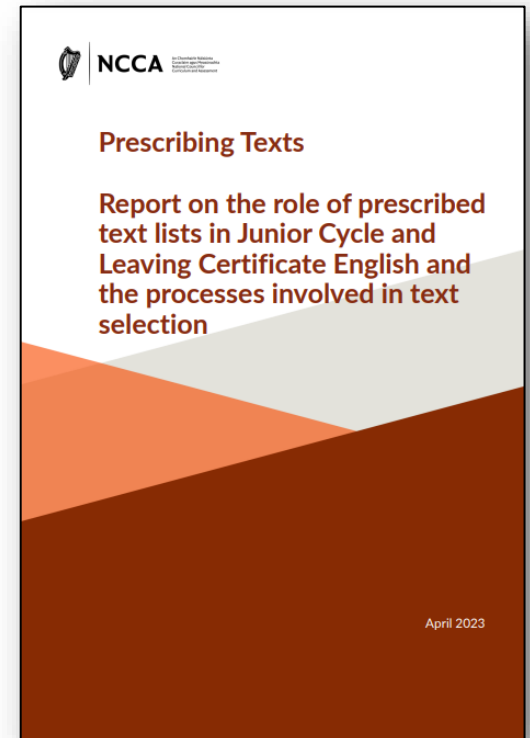
Multi-modal Texts

'Multi-modal texts **combine language with other systems for communication**, such as **print text**, **visual images**, **soundtrack** and **spoken word**.'
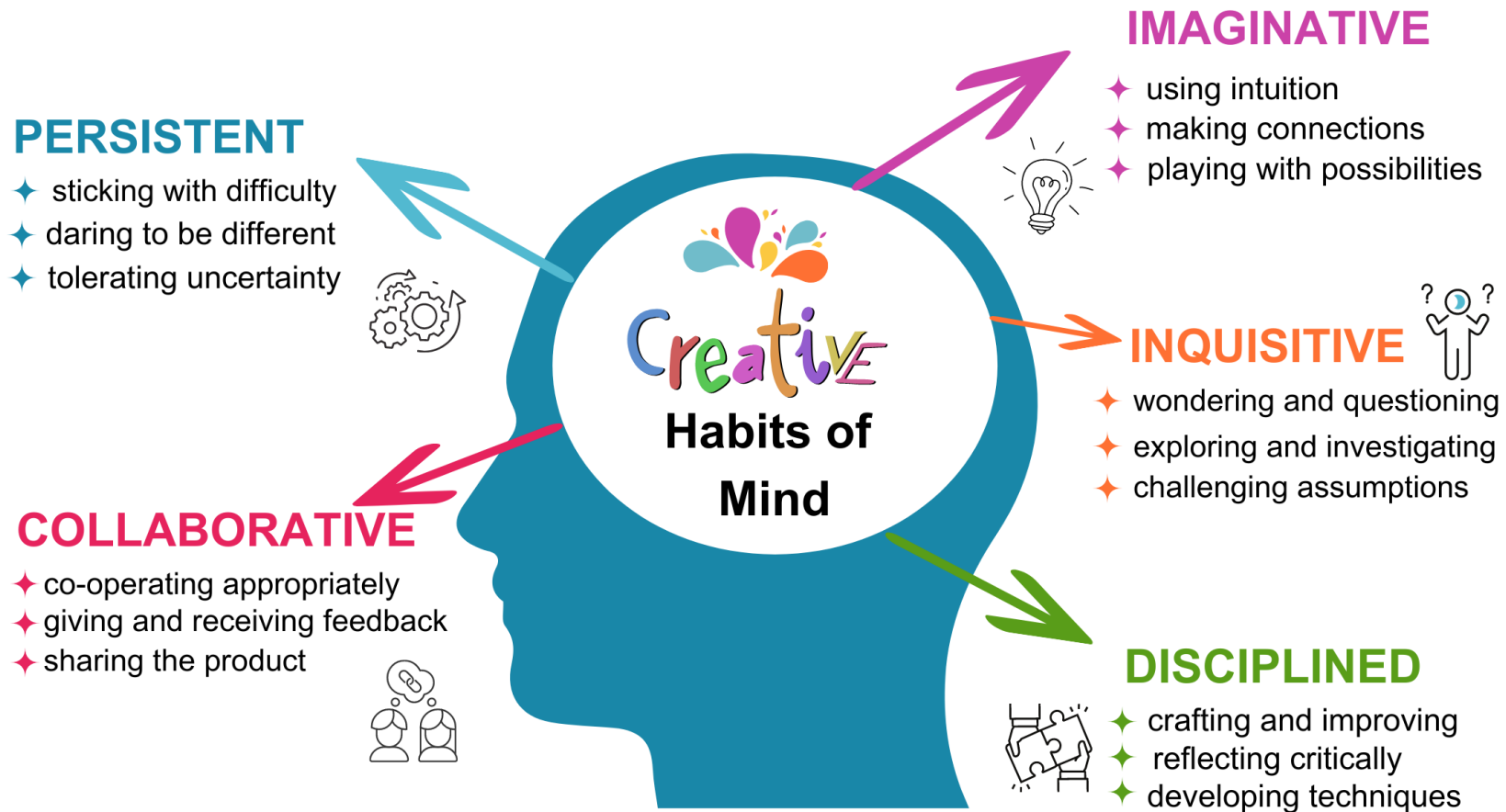
(Junior Cycle English Specification, p. 10)

'Multi-modal texts include **the combination** of a **variety of forms of communication** such as **print text**, **digital text**, **visual images**, **audio** (e.g., a performance or event) and **spoken word**.'

(English and Communications, LCA, 2021, p.38)

Creativity and Critical Thinking

IMAGINATIVE
- ✦ using intuition
- ✦ making connections
- ✦ playing with possibilities

PERSISTENT
- ✦ sticking with difficulty
- ✦ daring to be different
- ✦ tolerating uncertainty

Creative
Habits of Mind

INQUISITIVE
- ✦ wondering and questioning
- ✦ exploring and investigating
- ✦ challenging assumptions

COLLABORATIVE
- ✦ co-operating appropriately
- ✦ giving and receiving feedback
- ✦ sharing the product

DISCIPLINED
- ✦ crafting and improving
- ✦ reflecting critically
- ✦ developing techniques

Adapted from: Lucas, Bill and Spencer, Ellen (2017): *Teaching Creative Thinking. Developing learners who generate ideas and can think critically. Pedagogy for a Changing World.*

Activity 1 –
Considering Text Impact

- Can you identify **one multi-modal text** at Junior or Senior Cycle that engaged your students to **think critically**?

- What **impact** did the text have on students? Consider **sound**, **image**, **colour**, **action**, and **story** for example.

Junior Cycle Learning Outcomes in Focus (Level 2 and Level 3)

Oide

Oral Language 8

Listen a... of, and ... ideas, s...

to interpret meaning, compare, evaluate effectiveness of

Reading 9

Identify, appreciate and co... visual genres and sub-ge... them ⭐

shape texts and the reader's experience of them

Writing 3

Write ... explor... comm...

to analyse, evaluate, imagine, explore, engage, amuse, narrate, inform, explain, argue, persuade, criticise

Possible Links to L2LPs

Communication and Literacy

1.6 Listen t...

1.7 Identify... expression... mood/appr...

non-verbal communications methods, e.g. facial expression, tones of voice, symbols, clothing, colours

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Supporting the Professional Learning of School Leaders and Teachers

Visual Literacy and Advertisements

Prior visual Knowledge

Visual Narrative

Storyboard

Point of View

Descriptive details

Camera Angles

Lighting

Colour

Editing

Drafting and Redrafting

'Advertisements are constructed… to **create a compelling narrative that resonates with the target audience**. This is achieved through the use of multimodal techniques, including **visual and auditory stimuli**, as well as **narrative structures**, that are designed **to appeal to the senses** and **emotions** of the viewer.'

(Chandler, 2017)

Take a moment…

- **Think** of an advertisement (new/old) that had

  an impact on you?

- **What** was it about this advertisement that

  stood out to you?
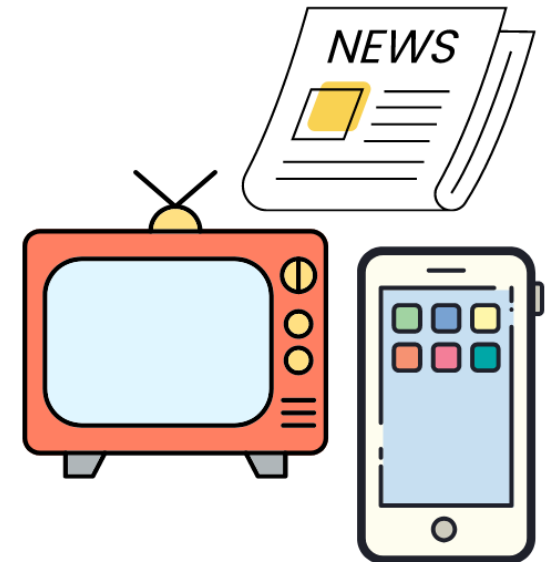
Exploring Advertising

1. Print advertisement

2. Video advertisement
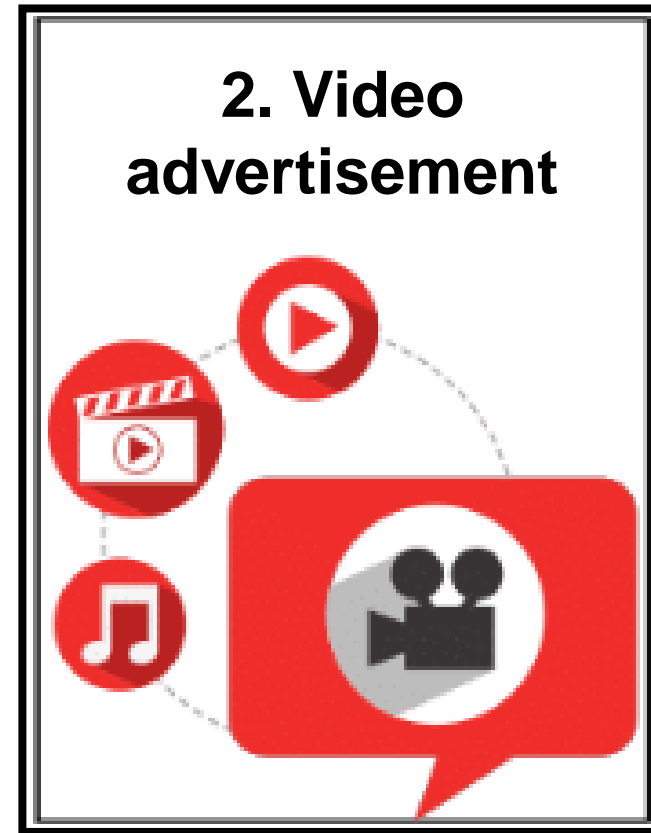
To what extent does this advertisement use **colour, text, and imagery** to create meaning and evoke emotions?

No one grows Ketchup like Heinz.

Critically Engaging with a Video Advertisement

Click to access
Clip courtesy of Apple

As you watch, consider your initial thoughts or how this advertisement makes you feel

Apple iPhone 14 Pro – 'Chase' (2022)

Click to access
Clip courtesy of Apple

To what extent do the audio, text and images work together to **engage** and/or **persuade** the viewer?

Sharing Student Viewpoints

Click to access
Students from Calasanctius College, Co. Galway

Critical and Creative Approaches to Both

Consider…

the **impact of sound** on our experience of the video advertisement.

Consider…

how might the addition of **sound** or a **different colour** shape our experience of the print advertisement?

No one grows Ketchup like Heinz.

Activity 2 –
Engaging with Advertisements

Oide

Firstly…

- Consider your initial thoughts on your assigned advertisement

Next…

- Consider our LOs in focus

- Choose a year group (2nd or 3rd year)

- Create **one** activity for your students using your advertisement as a stimulus. Your activity might include elements of multi-modal methods (writing, design, audio, digital etc).

Oral Language 8	Listen actively in order to interpret meaning, compare, evaluate effectiveness of, and respond to drama, poetry, media broadcasts, digital media, noting key ideas, style, tone, content and overall impact in a systematic way ○★
Reading 9	Identify, appreciate and compare the ways in which different literary, digital and visual genres and sub-genres shape texts and shape the reader's experience of them ★
Writing 3	Write for a variety of purposes, for example, to analyse, evaluate, imagine, explore, engage, amuse, narrate, inform, explain, argue, persuade, criticise, comment on what they have heard, viewed and read ○★
Communication and Literacy	1.6 Listen to and respond to a range of stories 1.7 Identify a range of non-verbal communications methods, e.g. facial expression, tones of voice, symbols, clothing, colours to signal mood/appropriate action

Activity 2 –
Engaging with Advertisements

A reminder that our focus this afternoon is…

- to develop **students' visual literacy** and to support them to **critically engage** with **multi-modal texts** such as advertisements and film.

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Visual Storytelling and Film

‘When we read visual texts, the words only tell one part of the story. Additional details… are often more richly conveyed in what the illustrator chooses to place in the image’.

- Vere & Hacking

‘I always try to tell a story in the cinematic way, through a succession of shots and bits of film in between’.

- Alfred Hitchcock

Images courtesy of IMDb

Transferring Skills - Advertising and Film

Visual Imagery
Composition
Narrative Structure
Colour
Language
Soundtrack
Symbolism
Focal Point
Association
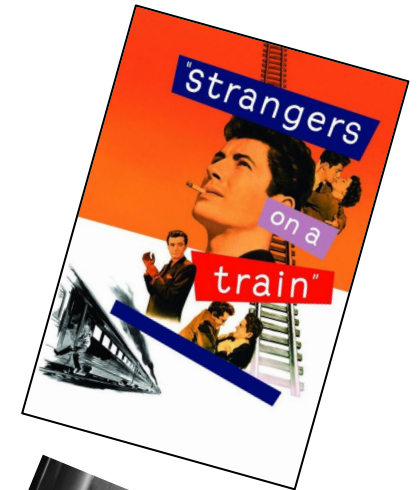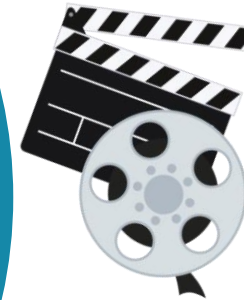
Strangers on a Train (1951)

Directed by Alfred Hitchcock, **Strangers on a Train** is a 1950's American, psychological film noir.

This classic mystery thriller is a nail-biting tale of murder and madness. Two strangers, pro-tennis player Guy Haines and wealthy Bruno Antony, meet by chance on a train journey.

Their two lives become entangled when a conversation unknowingly sets off a deadly chain of events.
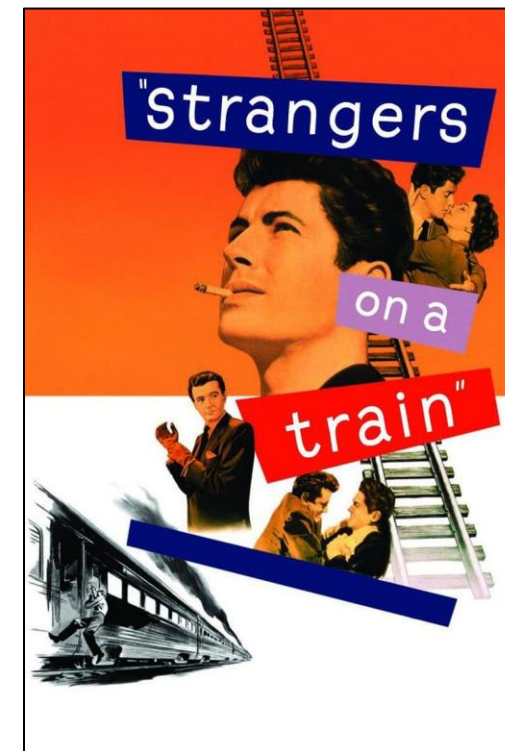
Image courtesy of IMDb

Opening Scene - *Strangers on a Train* (1951)

Click to access
Clip courtesy of Filmclipslive

To what extent have the multi-modal elements of **sound**, **image**, and **colour** been used here to engage the viewer?

Click to access
Students from Castletroy College,
Co. Limerick

Critically Engaging with Aspects of Film
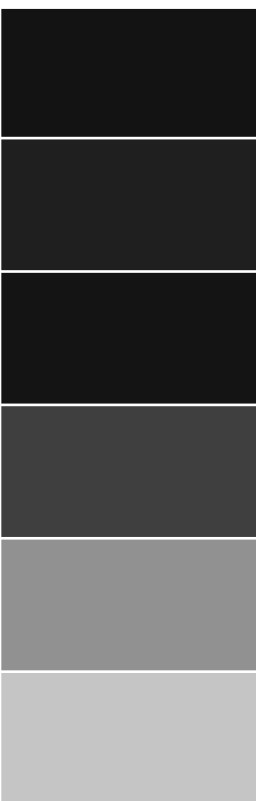
Consider how **colour** and **light** in this film image might **ignite** **curiosity** about these characters for the viewer.

Strangers on a Train (1951)
Image courtesy of IMDb

Hunt for the Wilderpeople

The Continuum of Learning

Primary Language Curriculum, p. 20

Many Learning Outcomes refer to 'text' and 'genre'. The definitions of these terms are broad in nature and intended to support a **multi-modal, multi-disciplinary and inclusive approach** to language teaching and learning.
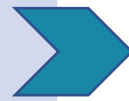
Junior Cycle English Specification, p. 10

Multi-modal texts combine language with other systems for communication, such as print text, visual images, soundtrack and the spoken word. It is essential that over the three years of junior cycle students have a wide and varied experience of texts.

Leaving Certificate English Syllabus, pp. 2-3

..the role of the media, film and theatrical experience will be significant in **developing students' powers of discrimination and interpretative abilities** in relation to these media and the **encouragement of performance and of creative productions**.

Adapting and Transferring Skills
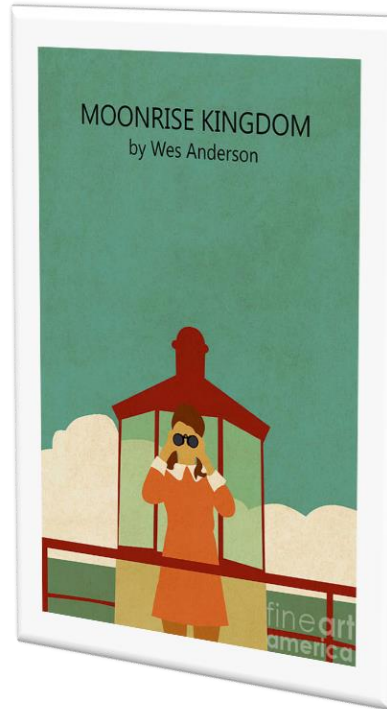
Developing **students' visual literacy** and supporting them to **critically engage** with **multi-modal texts**

such as advertisements and film.

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Reflecting on our Day

Motivating students to write and develop their personal voice

The benefits of engaging students in poetry and the writing process

Developing critical and creative responses with our students in relation to multi-modal texts

Further Supports

NEW Mailing List coming soon!
Keep an eye out!

We send one mailshot each month with news and supports!

(Check your spam/other folder)

Additional Supports

Visit our website www.oide.ie

Contact: info@oide.ie

Find further resources on

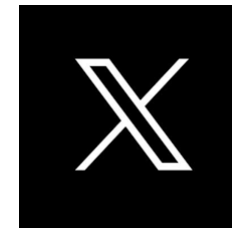www.scoilnet.ie

Find further resources on

www.jct.ie/english

Follow us on X

@Oide_English

A final thought…

'Visual storytelling of one kind or another had been around since cavemen gesticulated around their fires. It's the simplest and most natural way of communicating ideas and emotions. We are born with an instinct for images, for pictures.

How else would we dream?'

- Martin Scorsese