

Art Curriculum & Digitalization

Using the

*Common European Framework of Reference for
Visual Literacy*

for analysing a curriculum in the age of
digitalization.

Digitalization & Art Education

- Cheap Hardware
 - 7.000.000.000 mobile phone accounts
- easy handled (free) software for image making and manipulating
- more or less free storage
- access to people around the world
- visual communication no more limited to professionals only

Paradigmshift

- Letterpress
 - Reading & writing common skills
 - taught in grammar schools
- Digitalization
 - wide range of visual signs – choice as challenge
 - making pictures easy – choice as challenge
 - visual mode of communication is a common skill
(every one is expected to act in a proper way)

Responsibility of AE

- Every one has to have the skills
- What about the curriculum?
- What kind of competencies are required?

Common European Framework of Reference for Visual Literacy

European Network
Visual Literacy

ENVIL

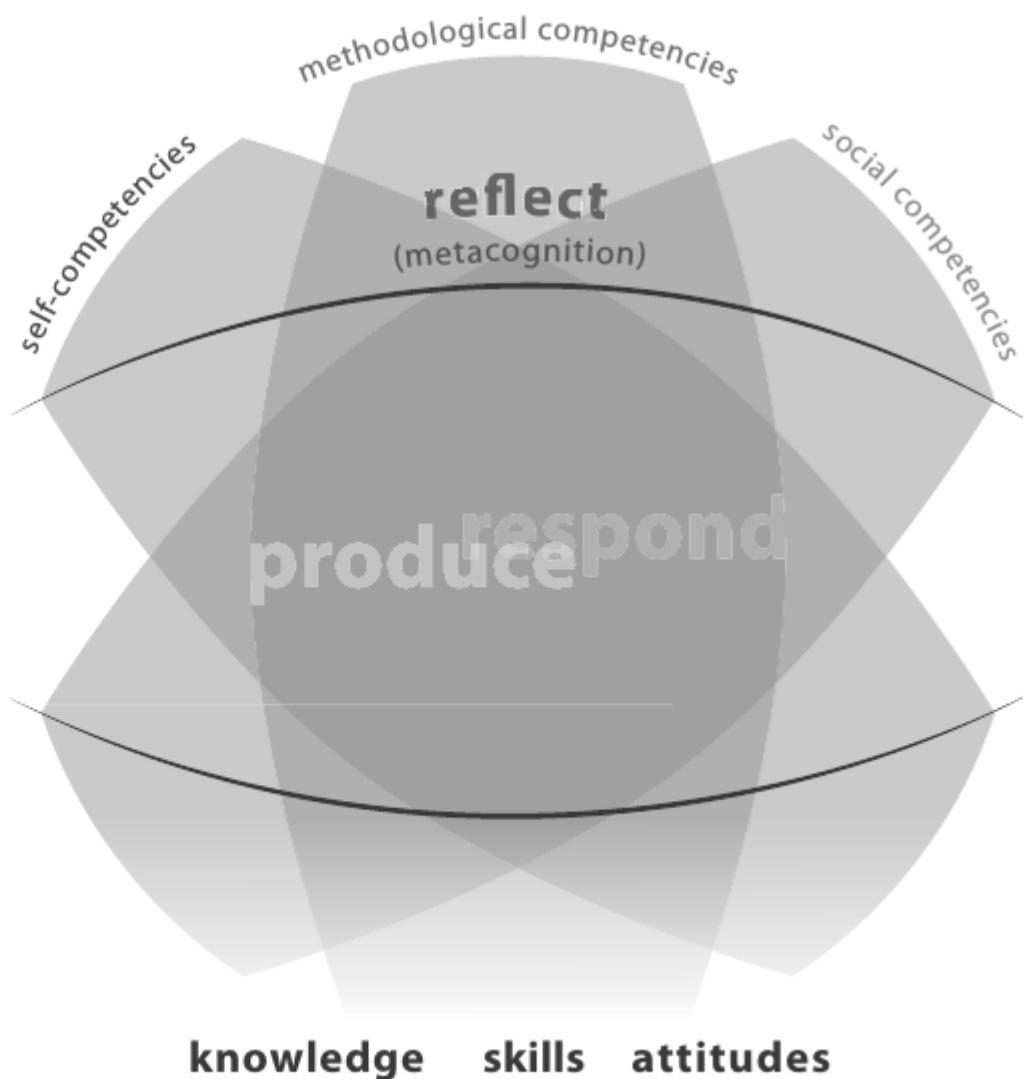


Fig. 2: The structural model showing the basic elements and relationships

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Sub-competencies

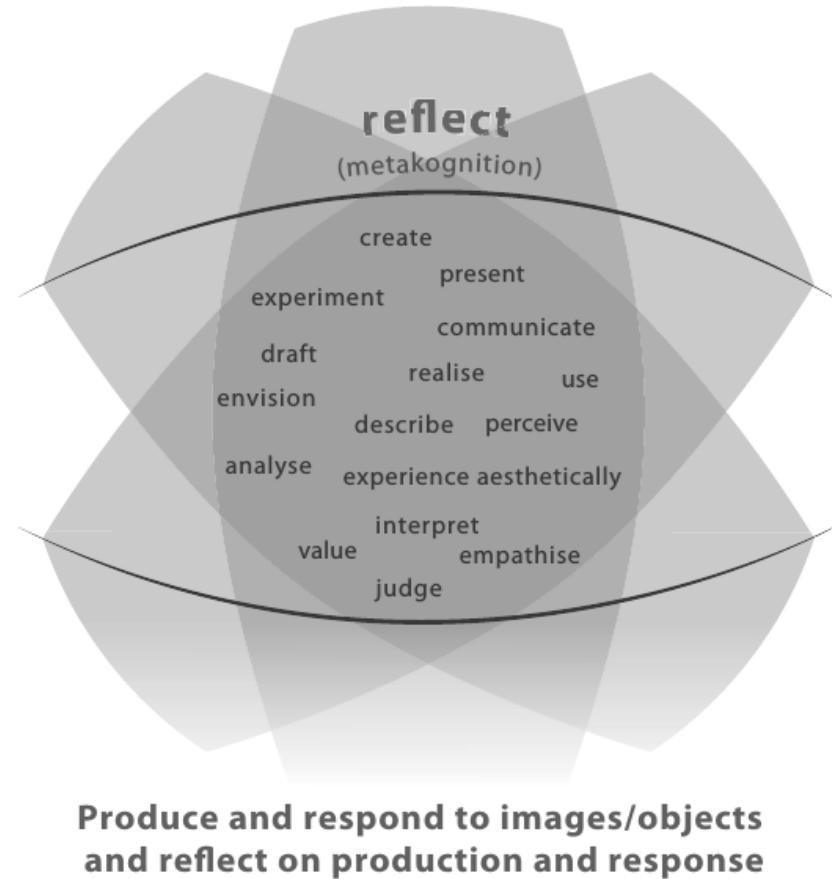


Fig. 3: The competency structural model with differentiation of sub-competencies (grouped into clusters based on proximity to one another in terms of content) and reflection (metacognition)

Main Aspects

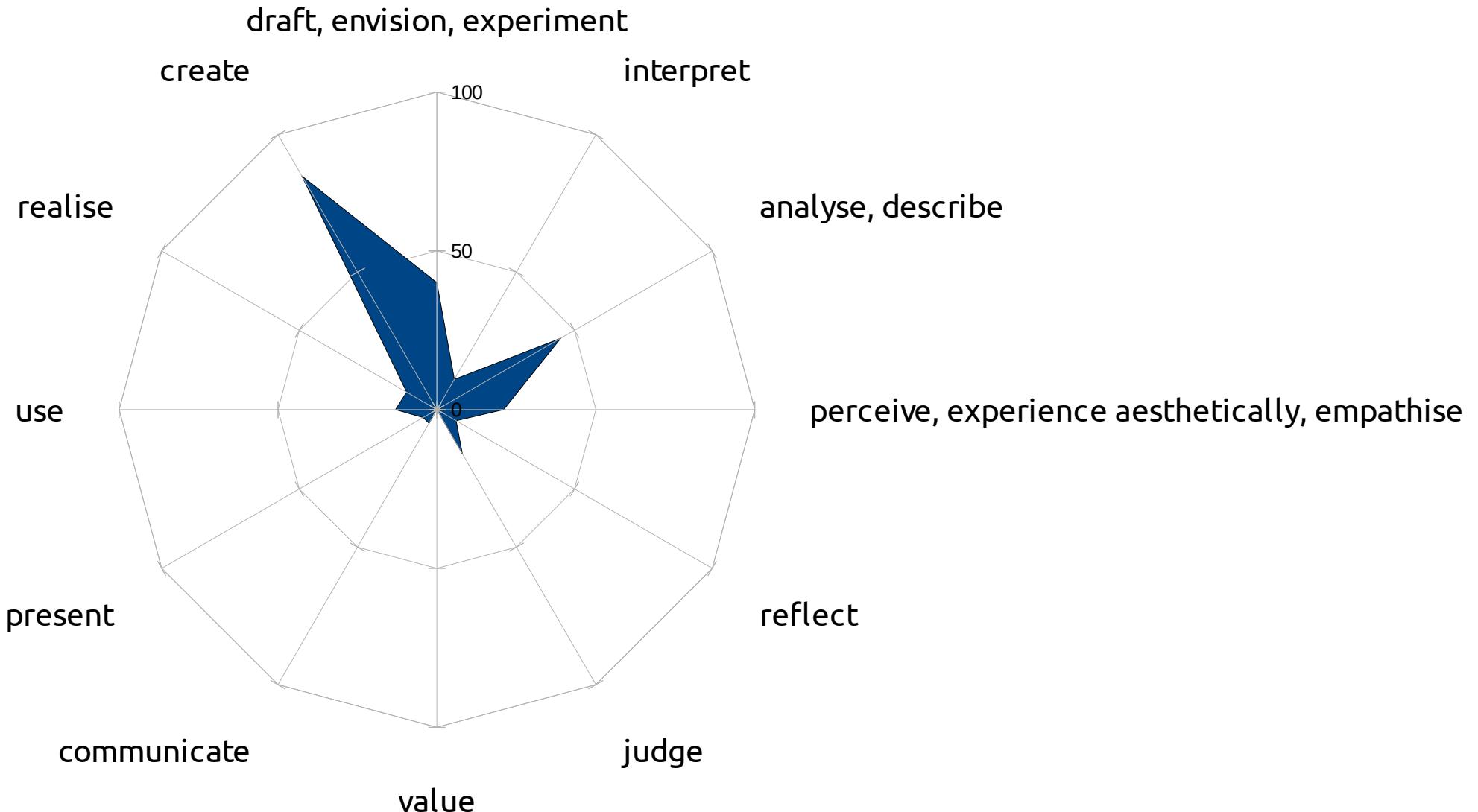
Main aspects

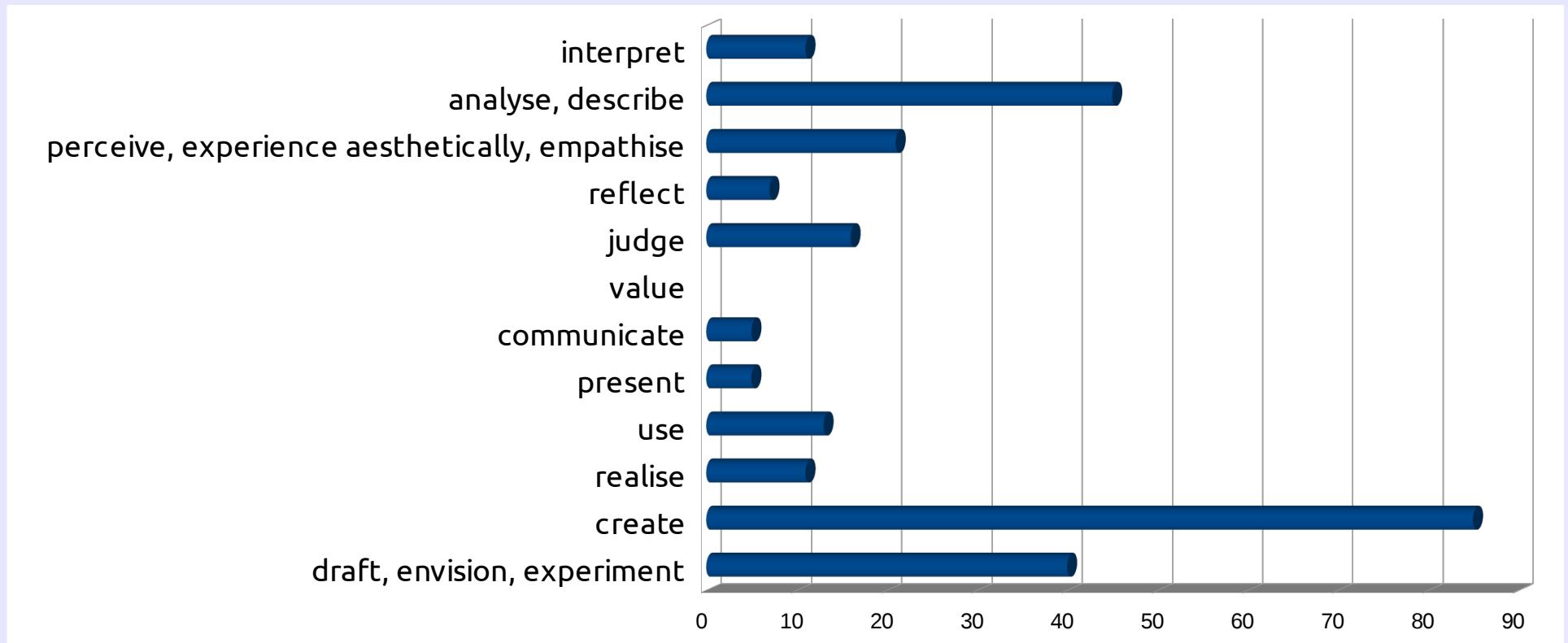
- communicate
- use
- present
- reflect
- judge
- value

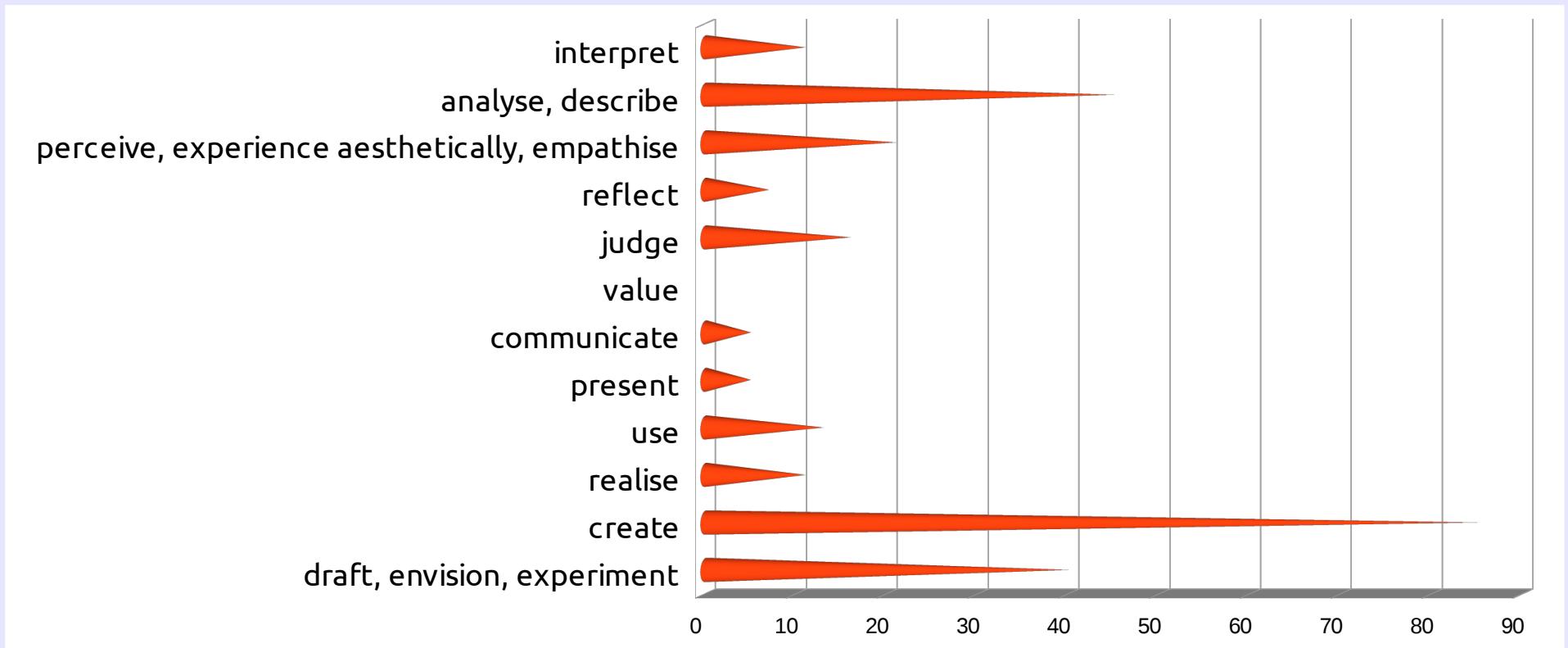
research

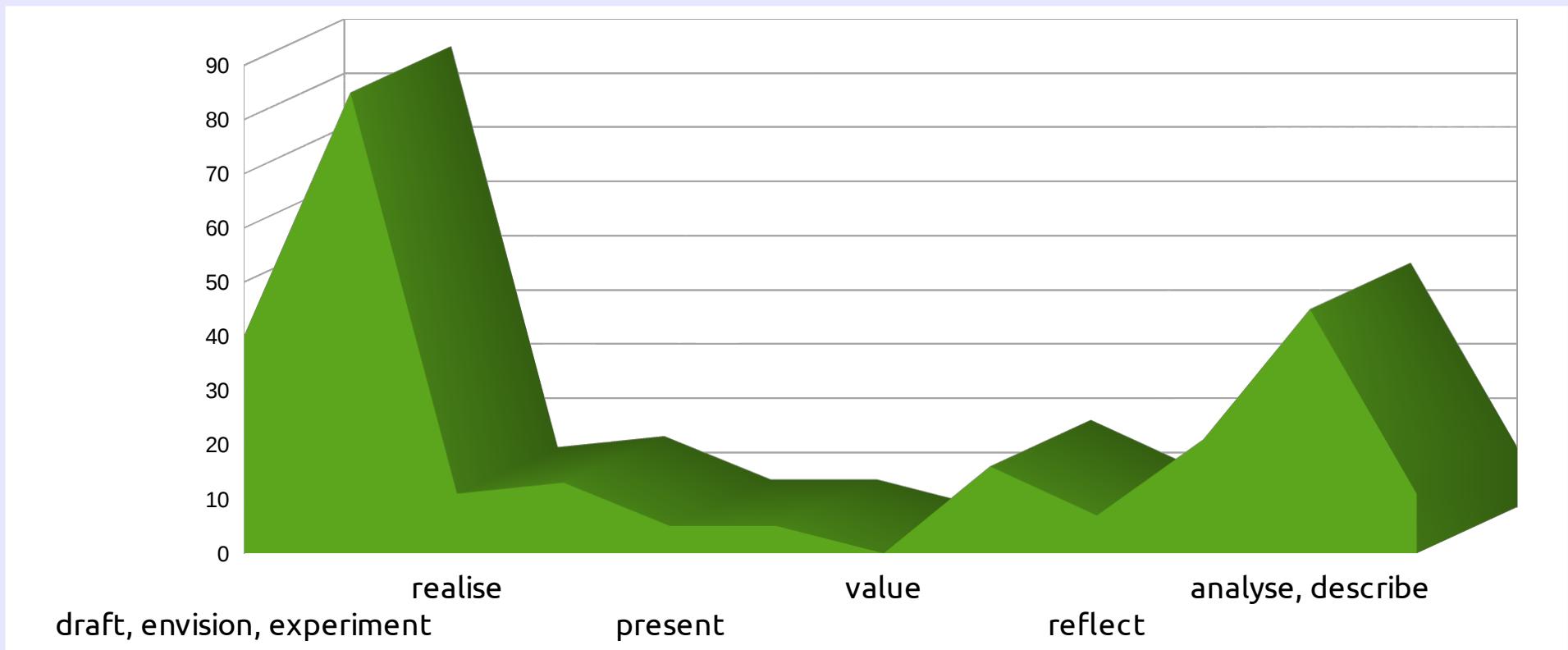
- counting words
- clustering words around the subcompetencies

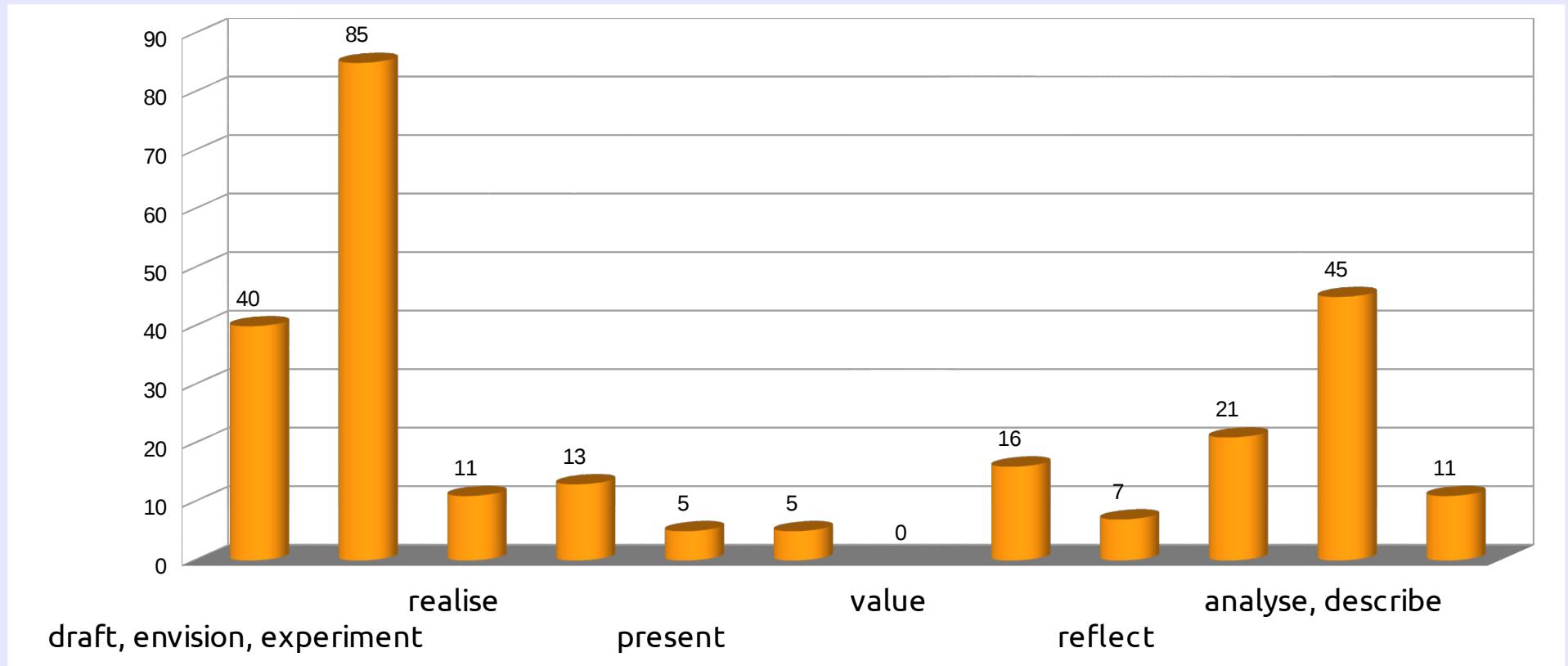
Sub-competencies mentioned in the curriculum (Berlin/Brandenburg)

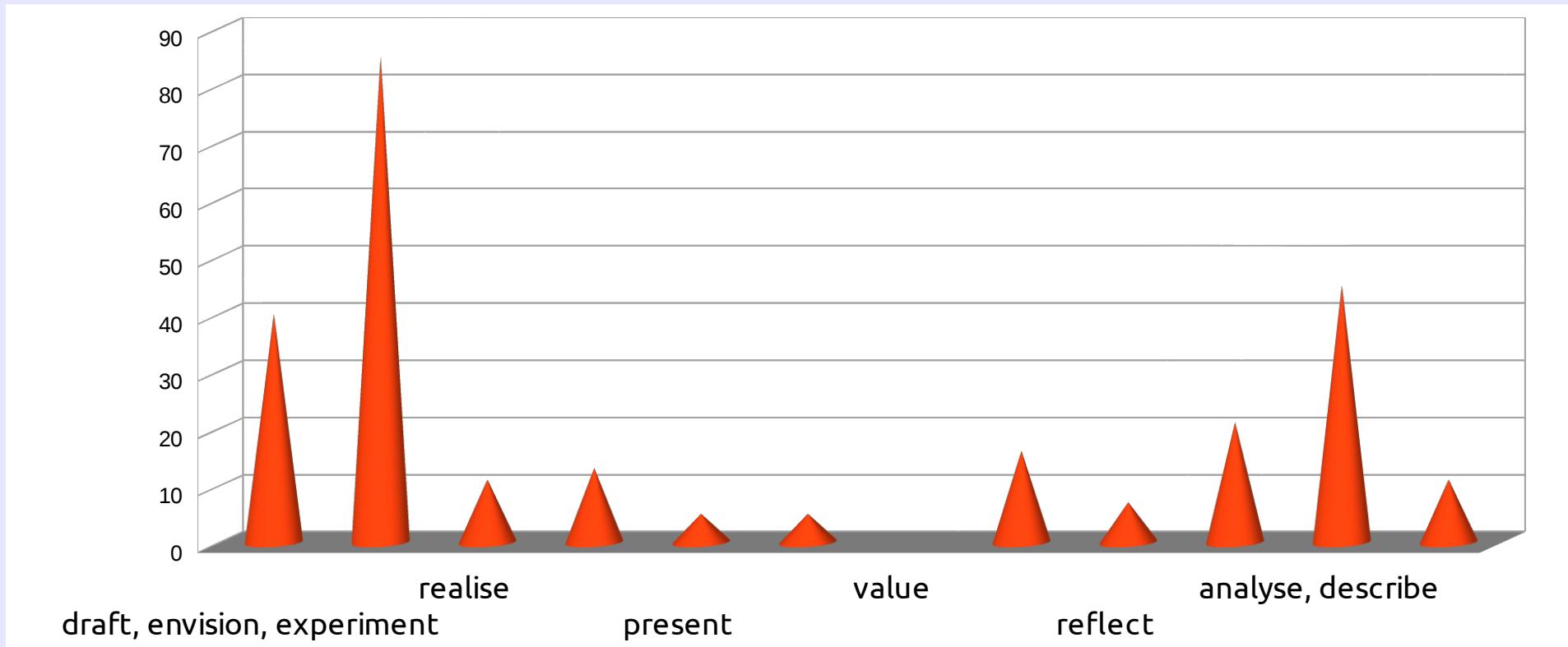


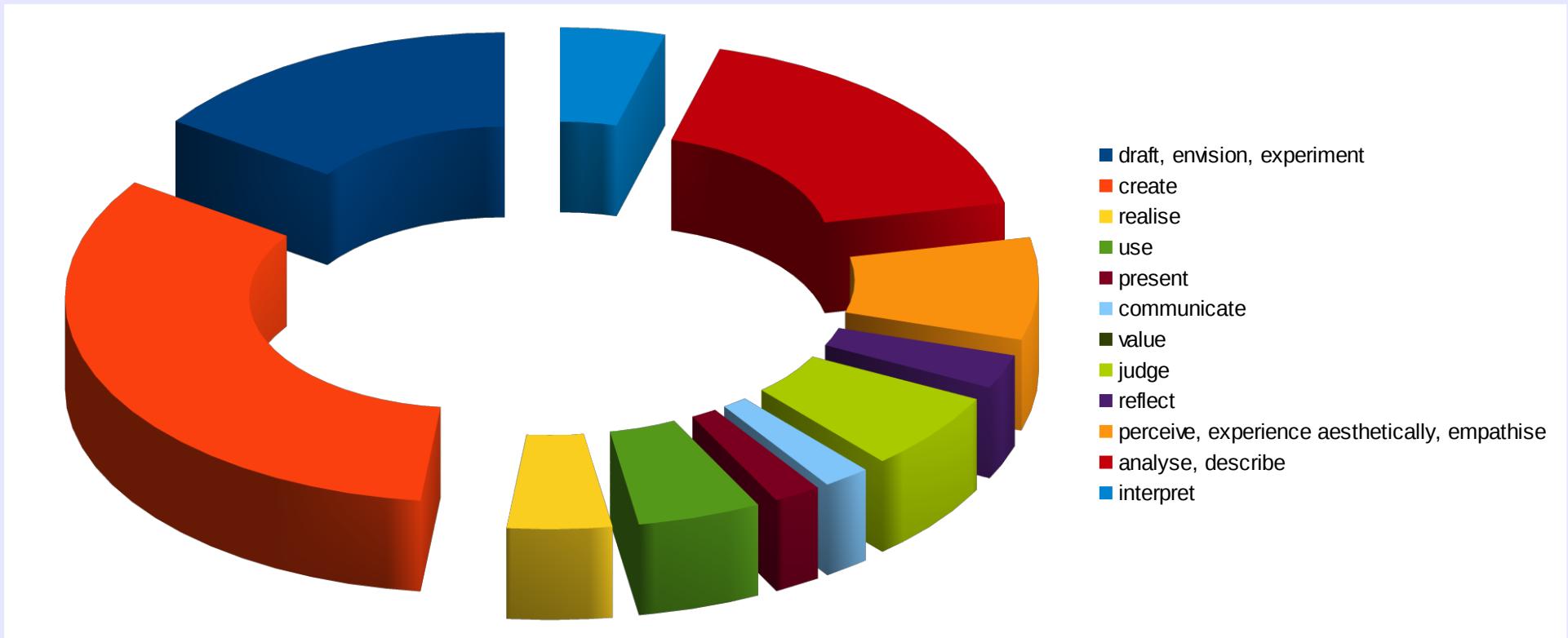










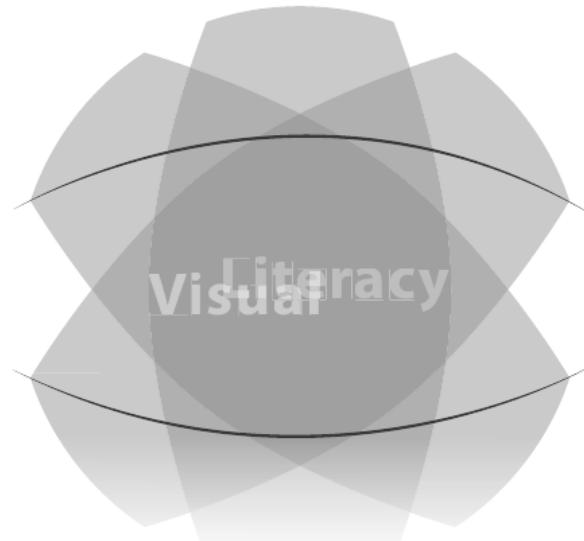


Sub-competencies mentioned in the curriculum (Berlin/Brandenburg)

times	
85	create
45	analyse, describe
40	draft, envision, experiment
21	perceive, experience aesthetically, empathise
16	judge
13	use
....
7	reflect
5	present
5	communicate

The Curriculum addresses personal unfolding

civic engagement
social cohesion personal unfolding
employability



situation situation situation situation situation
situation situation situation situation situation

Conclusion

the curriculum is
following the
traditional
paradigm.



nicht denkt in den Tiefen

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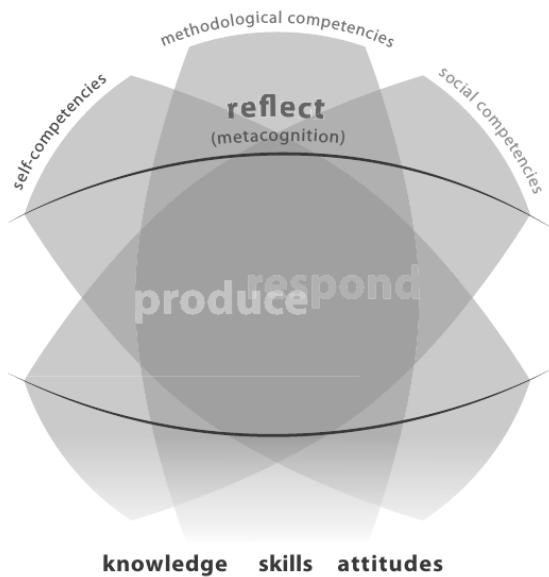


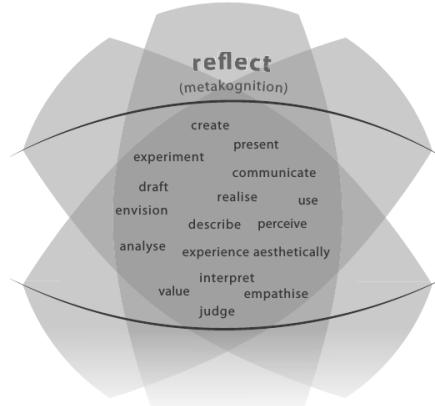
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Sub-competencies



**Produce and respond to images/objects
and reflect on production and response**

Fig. 3: The competency structural model with differentiation of sub-competencies (grouped into clusters based on proximity to one another in terms of content) and reflection (metacognition)

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Main Aspects

Main aspects

- communicate
- use
- present
- reflect
- judge
- value

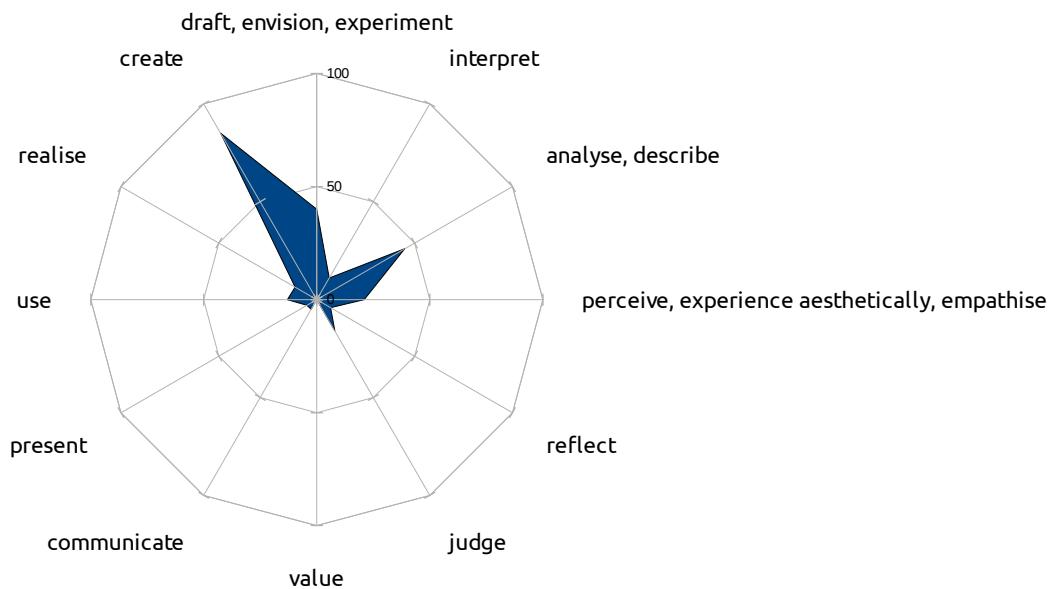
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Create and draft: Most of the images used in social media and in private communication are casual, in most of the situations it is not worth to invest a lot of time getting a sophisticated image. But sometimes you need to know what makes an image special. You have to learn it by analyzing and producing such images.

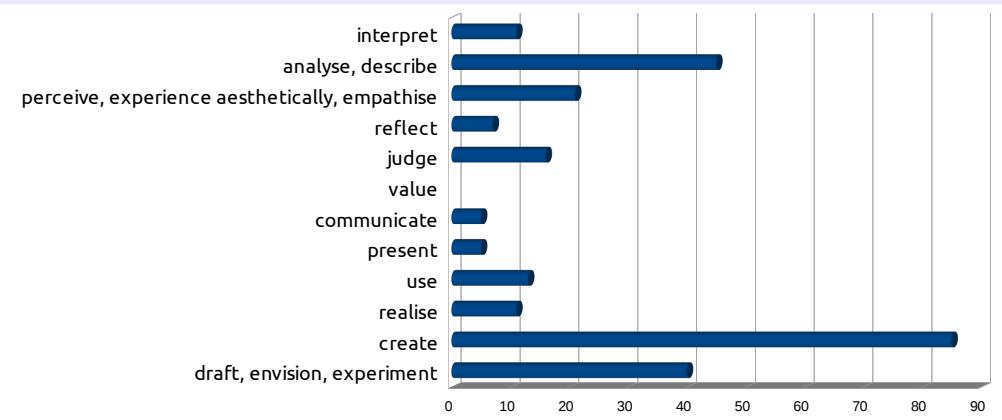
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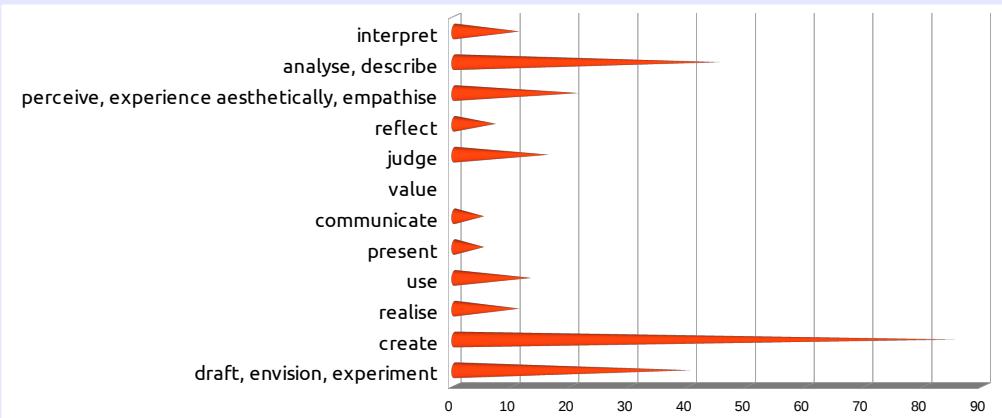
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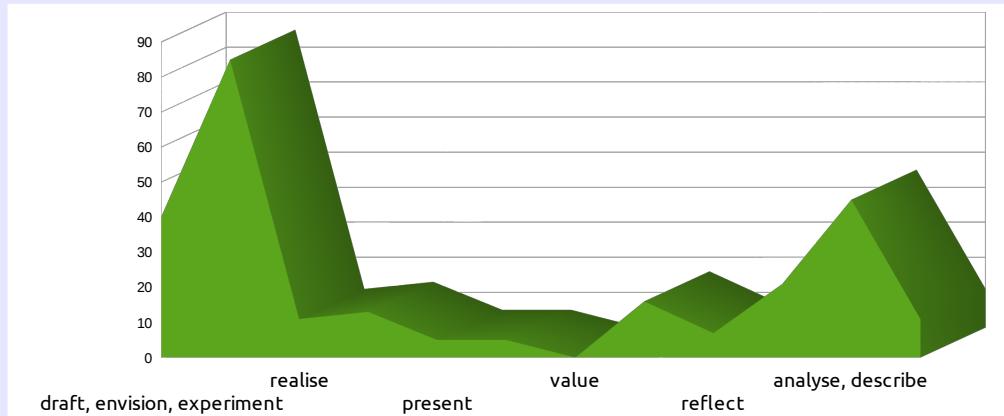
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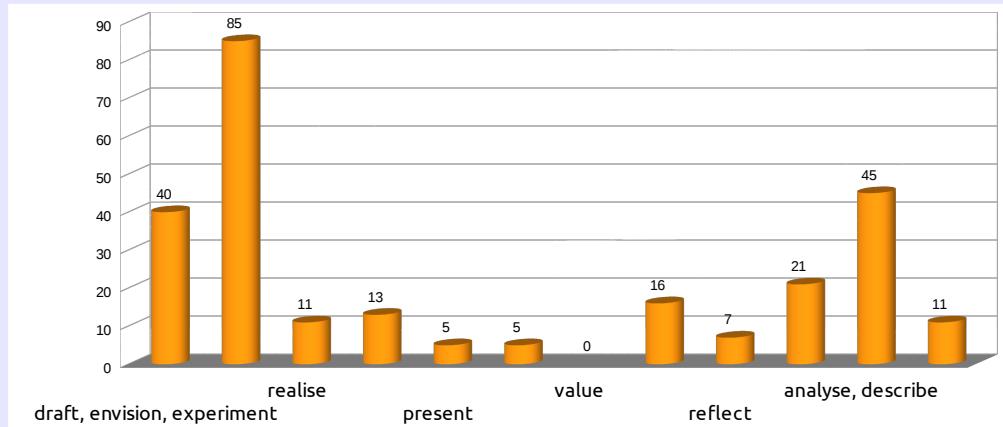
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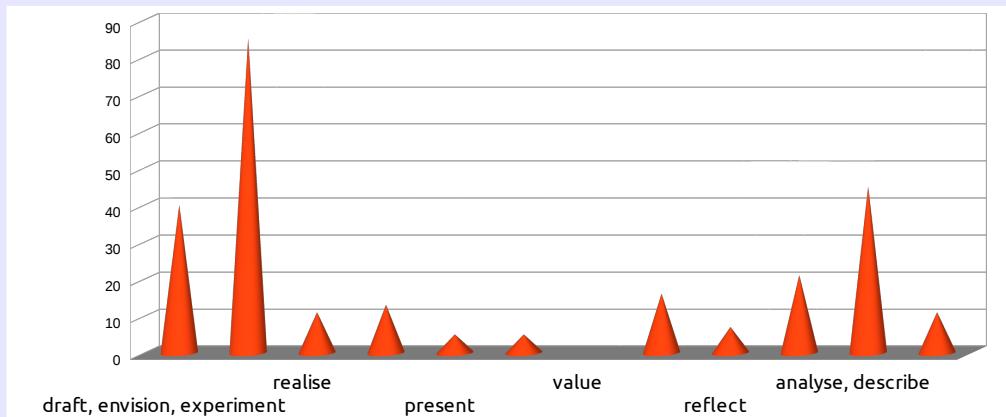
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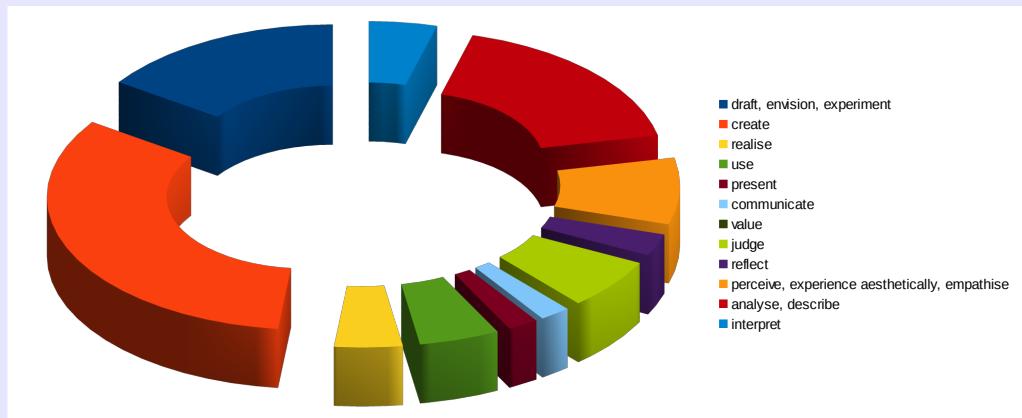
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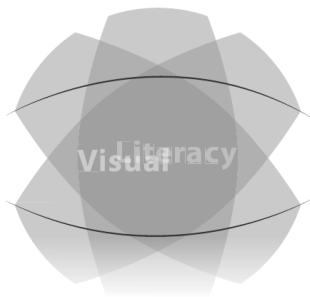
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Conclusion



Johanna & Anna in front of their mural

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