

UNDERSTANDING INFORMATION Speaking

Give detailed information; express and qualify opinions and feelings; express reservations, approval, disapproval, possibilities and probabilities one-on-one and in small group discussions or meetings.

- Provide necessary information.
- Ask and address relevant questions.
- Summarize information and ideas to clarify and confirm understanding.
- Hold the floor, shares the floor, and thanks others for their contributions and information.
- Give a summary or report about the main points of a contribution by someone else.
- Participate effectively in interactions with little support from others.

Give presentations about moderately complex processes, to tell stories (including future scenarios), or to describe, compare and contrast in detail 2 events, jobs or procedures.

- Present information in a connected way.
 - Use an introduction, development and conclusion.
 - Use connective words and phrases appropriately.
 - Provide clear and detailed descriptions and comparisons.
 - Show developing awareness of appropriate eye contact, body language, volume and rate.
-

UNDERSTANDING INFORMATION Listening

*Understand short group interactions, discussions and meetings on generally familiar topics.
Understand extended descriptive or narrative monologues or presentations about personal experiences, general knowledge or familiar work-related topics, even when some information is presented out of sequence.*

- Identify facts, main ideas and supporting details.
 - Make inferences.
 - Identify transition markers in essays and patterns of chronological order and sequence, comparison and contrast, and cause and effect.
 - Identify facts and opinions.
 - Interpret factual information, explanations and opinions.
-

Interacting with Art using 'The FRAMES'

Why learn to look at art?

In an image-dominated society, it is important for students to develop the ability to create their own context for the unavoidable flow of images they are faced with daily. As viewer-consumers of the media, students must learn to "read" the language of visual images in order to develop critical awareness of the world around them. Looking at art is one way in which students can develop the skills necessary to make sense of their visual world.

Practice visual literacy in your classroom. Here are some activities to help you work through 'The FRAMES' with your class.

