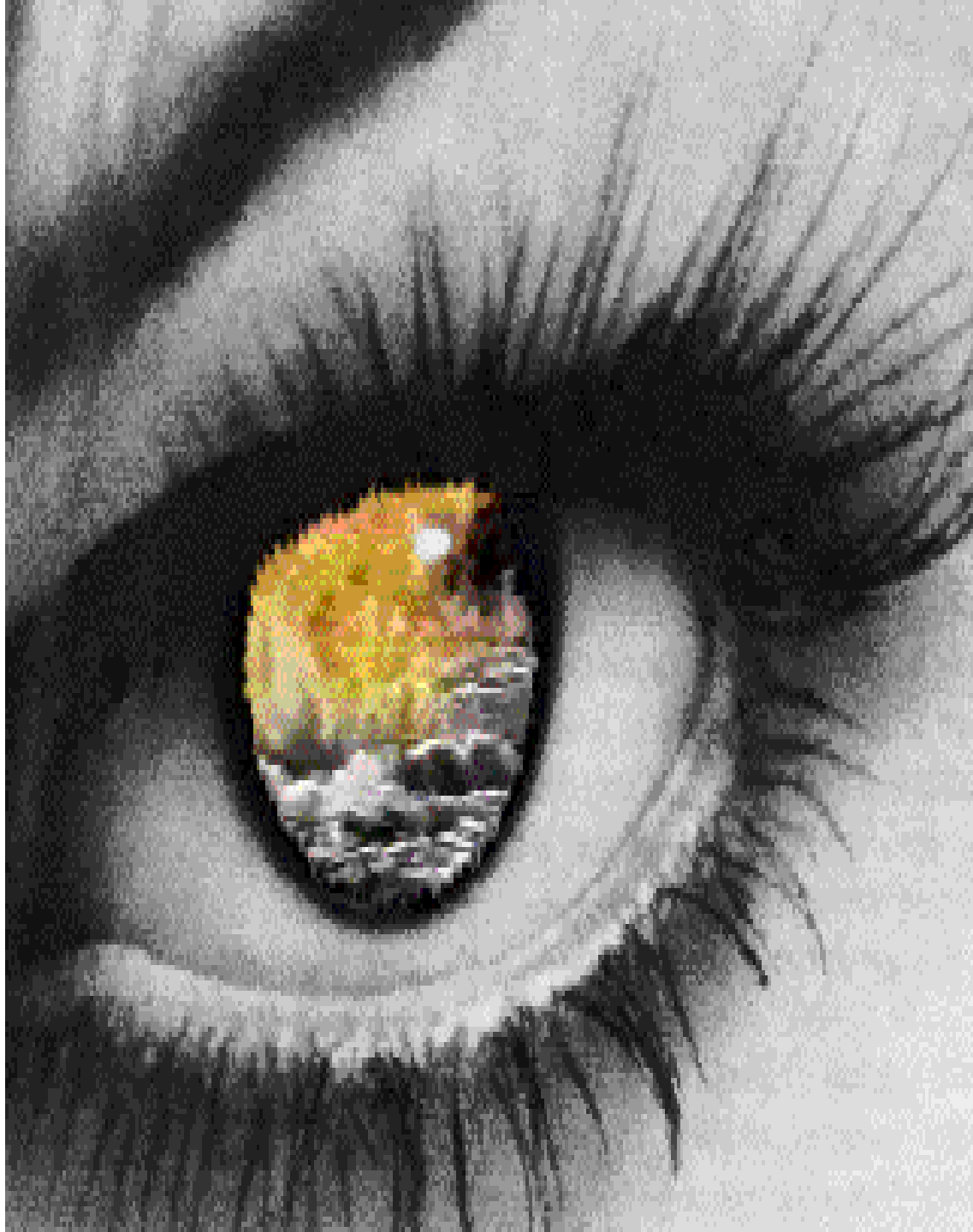


# Visual Literacy



# Visual Literacy

- Visual literacy is the ability to decode, interpret, create, question, challenge and evaluate texts that communicate with visual images as well as, or rather than, words



# Visual Literacy

- *“Visual images are never innocent or neutral reflections of reality...they represent for us: that is, they offer not a mirror of the world but an interpretation of it” (Midalia 1999).*



## Analysis of Visual Techniques

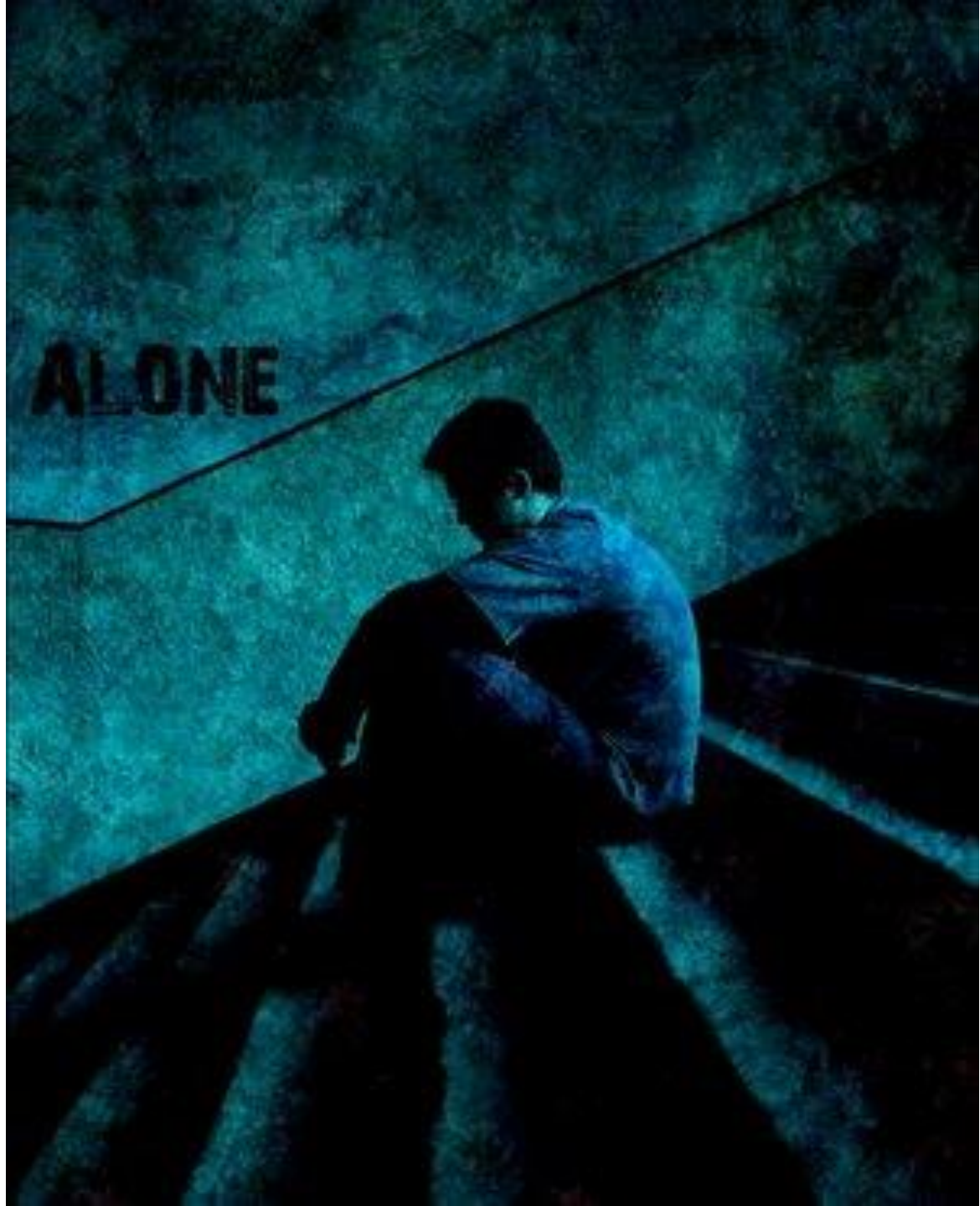
In the School Certificate you will be expected to be able to analyse the visual techniques used in a range of texts such as:

- Posters and photographs
- Advertisements
- Pamphlets



# Analysis of Visual Techniques

- The key word is HOW! When you see 'how' you are being asked to refer to techniques.
- Describe the visual feature
- Name the visual technique
- Discuss the meaning conveyed.



# Subjective Frame

## Personal Response:

*How do I respond to this image?*

1. What do you feel?
2. What does it remind you of?
3. What is the composer conveying in this image about the subject and the times?



# Structural Frame

**Techniques:** *How does the image make meaning?*

1. Framing or Composition
2. Salience
3. Gaze
4. Vectors
5. Demand and Offer
6. Angles
7. Shot
8. Colour and lighting
9. Contrast
10. Symbolism and icons



# Cultural Frame

**Context:** *How would this image have been received, and how does it reflect its times?*

1. Historical: When and where?
2. Cultural:
3. Political
4. Social
5. Responder's context
6. Impact on Meaning?





## Critical Frame

### Representation:

*How could this image be read?*

1. Gaps and silences
2. Manipulation of image
3. Positioning of responder



# Composition

- **Layout**
- **Mise-en-scene:** What is placed deliberately in the frame
- **Rule of thirds:** Top third of frame empowered.
- **Background:**
  - contextualised background is one which provides a place, time or setting for the viewers
  - non-contextualised background is one which can be saturated colour and provides less contextual information for viewers



# Framing: Shots

- **Close up shot:** Head and shoulders
- **Mid or medium shot:** Upper part of a person's body
- **Long distance shot:** Full person showing long distance or depth
- **God's or Bird's eye view:** From a great distance looking down)
- **Two-point shot:** Two people in the frame with minimal white space



# Perspective: Camera Angle

- **High angle:**  
Angled up - can show dominance
- **Low angle:**  
Angled down - can show submission
- **Eye level**
- **Canting:** Tilted left or right on the axis



# Body Language

- Facial expression
- Gestures
- Posture
- Position of body or hands
- Proximity to others - proxemics



# Reading Paths

- **Saliency:** The dominant image that draws our attention
- **Vectors:** The lines that draw us towards a particular image
- **Gaze - Demand:** The eyes of the image demand our attention
- **Gaze - Offer:** The person in the frame could be looking beyond the frame.



# Text

- Bold
- Font
- Size
- Placement
- Colour

others  
clog

ours  
doesn't

Other vacuums begin to clog and lose suction as you use them. A Dyson never does.

No clogging. No loss of suction.



**dyson**

[dyson.com](http://dyson.com)

# Colour

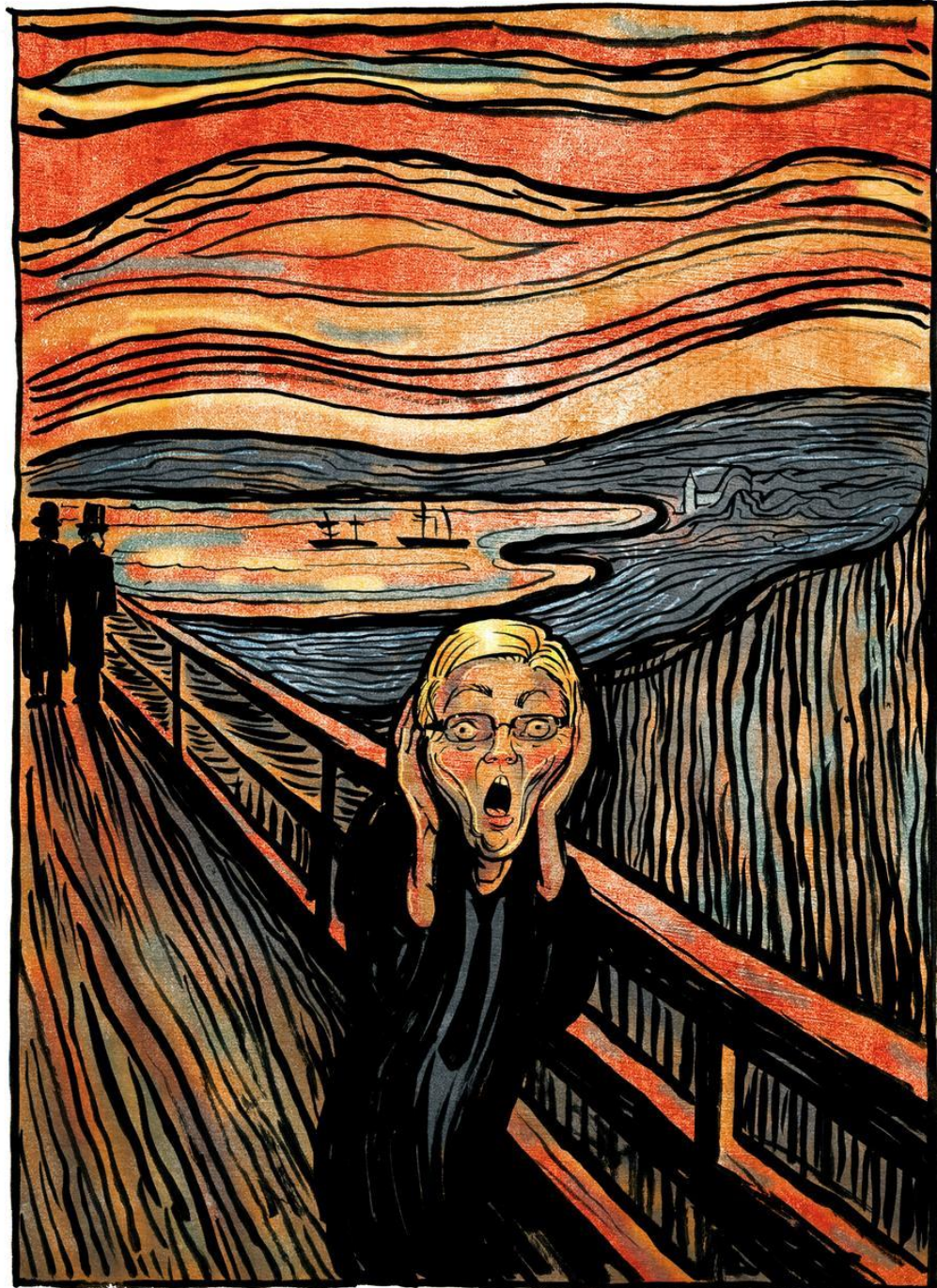
- **Symbolism:** red = passion; blue = peace and tranquillity; black = death or fear
- **Monochromatic:** Black and white
- **Saturation:** The colour could be bleached out – open aperture of the camera lens so too much light floods in.
- **Chiaroscuro:** Dramatic use of light and dark shadows.





# Cartoons

- **Allusions:** References to other texts and well known images
- **Parody:** An imitative work designed to mock, comment on, or trivialise an original work
- **Caricatures:** a deliberate distortion and unflattering emphasis on a person's physical appearance
- **Icons/Symbolism:** Well known symbols
- **Analogy:** Placing two unlike objects together
- **Zoomorphism:** Giving animals human qualities
- **Visual Metaphors**
- **Text:**
  - Hyperbole: Exaggeration
  - Sarcasm and irony
  - Tone



Much obliged Munch

Boelman 5

IS THAT GADDAFI  
WITH A 'G'??...

NO RELATION!

WELCOME TO  
CHRISTMAS  
ISLAND

G'DAYFI, MATE.

*Jim Peck*





1. Explain the message of the cartoon? (2 marks)
2. Describe the meaning of Gaddafi's body language? (1 mark)
3. **How** has the cartoonist commented on Australia's migration policy? (3 marks)



SAVE WATER. SAVE LIFE.



# Questions

1. Explain **how** text has been used to convey a message about saving water. (3 marks)
2. **How** has the advertiser used placement and colour to reinforce this message? (2 marks)
3. **How** does the advertisement appeal to you personally? (3 marks)



*Need to lose a little weight  
before your wedding?*





**1. Why and how has humour been used in this advertisement?  
(6 marks)**







1. Explain the message of the image. (1 mark)
2. How has framing been used to convey the message? (2marks)
3. Analyse how symbolism and colour have been used to reinforce this message. (3 marks)





# Questions

1. What is one idea about relationships conveyed in text one? (1 mark)
2. **How** are visual features used to convey this idea in the text? (2 marks)
3. **How** does the written text “Welcome” contribute to your understanding of this text? (2 marks)





# Questions

1. **How** has parody been used in this image? (2 marks)
2. Identify three visual techniques that have been used to convey how Snow White and Prince Charming feel about the situation they are in? (4 marks)
3. How do respond personally to this image? (2 marks)



# Resources

- Film Techniques:

<http://users.aber.ac.uk/dgc/gramtv.html>

- Film Techniques:

[http://www.psu.edu/dept/inart10\\_110/inart10/](http://www.psu.edu/dept/inart10_110/inart10/)

- <http://portals.studentnet.edu.au/literacy/minisites/sceggsdarlinghurstrevised/vliteracy/meaning.htm>