

Ann Alexander

Instructional Design
EDTC 6321 Spring 2006
Project IU3 – Task Analysis and Instructional Objectives

“Using OPTIC for Analysis”

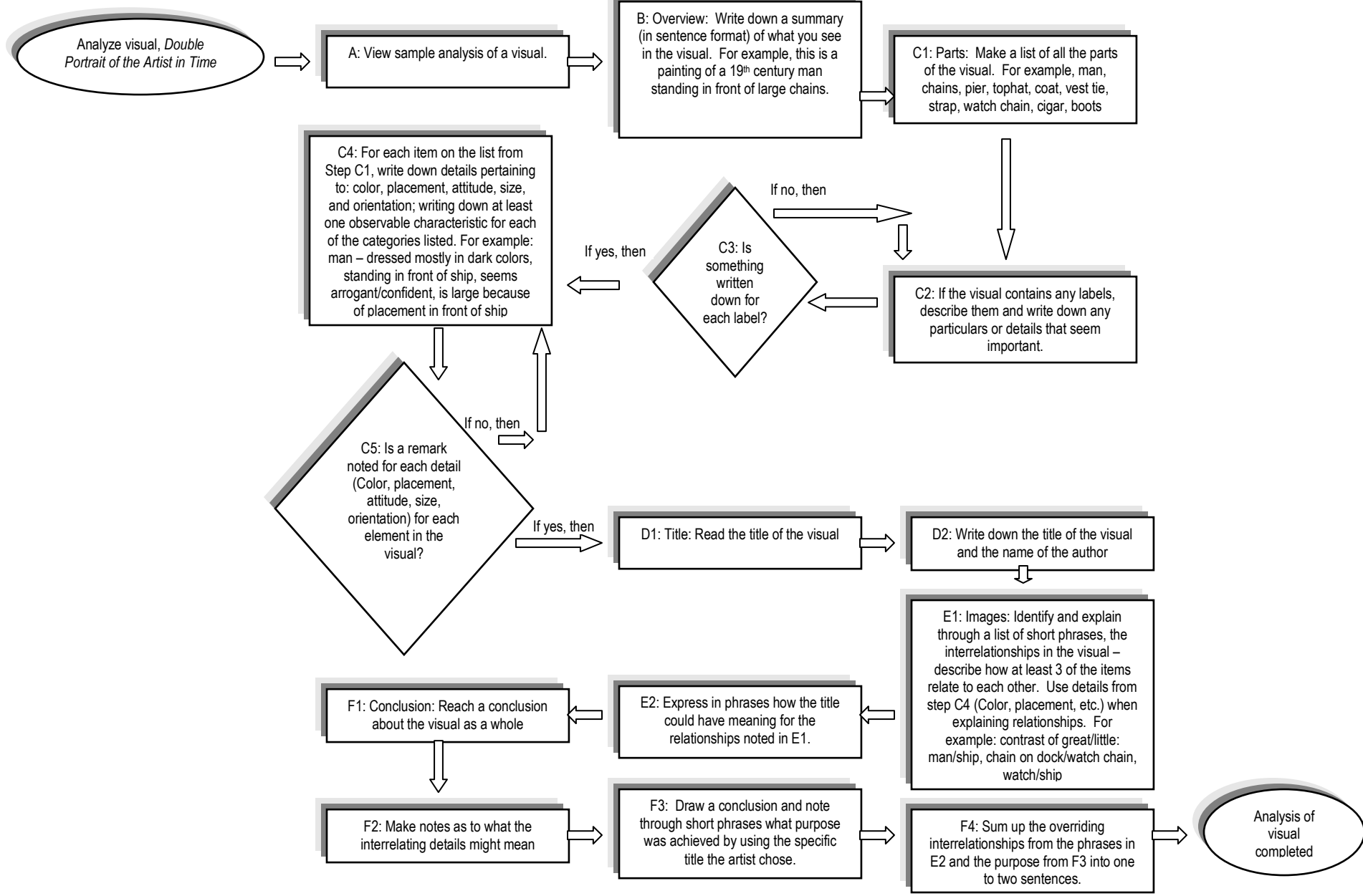
An organized approach to analyzing visuals

Lesson Goal: Students will be able to analyze a visual using the OPTIC strategy to identify a theme illustrated through visual media.

First Level Task Analysis:

- I. Analyze *Double Portrait of the Artist in Time*, by Helen Lundberg
 - A. Conduct a brief *Overview* of the visual.
 - B. Concentrate on the *Parts* of the visual.
 1. Read all labels, describing any elements or details that seem important.
 - C. Read the *Title* of the visual.
 1. Identify the subject the visual is covering.
 - D. Detect and specify *Interrelationships* in visual.
 1. Use the title as a theory and the parts of the visual as clues.
 - E. Reach a *Conclusion* about the visual as a whole.
 1. What does it mean?
 2. Why was it included with the text?
 3. Sum up the overriding message of the visual in just a sentence or two.

Task Analysis:



Analyze visual, *Double Portrait of the Artist in Time*

A: View sample analysis of a visual.

B: Overview: Write down a summary (in sentence format) of what you see in the visual. For example, this is a painting of a 19th century man standing in front of large chains.

C1: Parts: Make a list of all the parts of the visual. For example, man, chains, pier, tophat, coat, vest tie, strap, watch chain, cigar, boots

C4: For each item on the list from Step C1, write down details pertaining to: color, placement, attitude, size, and orientation; writing down at least one observable characteristic for each of the categories listed. For example: man – dressed mostly in dark colors, standing in front of ship, seems arrogant/confident, is large because of placement in front of ship

C3: Is something written down for each label?

C2: If the visual contains any labels, describe them and write down any particulars or details that seem important.

C5: Is a remark noted for each detail (Color, placement, attitude, size, orientation) for each element in the visual?

D1: Title: Read the title of the visual

D2: Write down the title of the visual and the name of the author

E1: Images: Identify and explain through a list of short phrases, the interrelationships in the visual – describe how at least 3 of the items relate to each other. Use details from step C4 (Color, placement, etc.) when explaining relationships. For example: contrast of great/little: man/ship, chain on dock/watch chain, watch/ship

E2: Express in phrases how the title could have meaning for the relationships noted in E1.

F1: Conclusion: Reach a conclusion about the visual as a whole

F2: Make notes as to what the interrelating details might mean

F3: Draw a conclusion and note through short phrases what purpose was achieved by using the specific title the artist chose.

F4: Sum up the overriding interrelationships from the phrases in E2 and the purpose from F3 into one to two sentences.

Analysis of visual completed

Domain of learning: The goal falls in the intellectual domain of learning; students will need to analyze and apply the analysis in order to draw a conclusion. Since their conclusions will be subjective, or based on their interpretation of the interrelationships of elements to a whole, evaluation of this goal will be based on their ability to apply concepts, rather than on a specific outcome.

Peer Evaluation: The directions were step by step and related information that would produce the desired analysis. Including a sample for the students to view will help them visualize what their expected outcomes should embody.