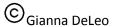# Develop critical and creative skills using images

Questions may be posed in language by the teacher or students.

Students could (in pairs or groups) look at an image or compare 2 images and answer questions (use Socractic questioning).

Socratic questions are systematic questions that deeply probe thinking. They model an inquiring, probing way of thinking by continually probing into the subject with questions and help develop deep understanding and awareness, but can also bring to light contradictions and flaws in thinking (TfEL 3.3 Explore the construction of knowledge; 3.4 Promote dialogue as a means of learning) . This also means that they can cause some discomfort as ideas are reassessed. Thus establishing an environment where students feel safe to explore their thinking is crucial (TfEL Domain 2: Create safe conditions for rigorous learning).

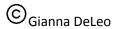The types of questions used will depend on the age of the students and may include:

- What do you see/notice? What else do you see/notice? What do you think is happening in this image? What else could be happening? How did you arrive at that idea?
- What does it make you wonder? What questions do you have about the image? What things seem new to you? How is the image different from what you are familiar with?
- What words would you use to describe this image? What other words might we use?
- How would you describe the lines in this image? The shapes? The colours?
- Look at the image for a moment. What observations can you make about it?
- How would you describe the place depicted in the image? Where is it? How do you know?
- How would you describe the image to a person who could not see it?
- How would you describe the people in the image? Are they like you or different? How do you know?
- How do you think the people in the image feel? What makes you think that?
- Does the image remind you of anything? What interests you most about the image?
- How is the image like the one …..? What are the differences? What do the two images have in common?
- How do you think the author of the image made this work? Why do you suppose the author made this image? What questions would you ask the author of the image, if s/he were here?
- What sounds would the image make (if it could)? How did you come up that idea?
- Pretend you are inside this image. What does it feel like? What makes you think that?
- What do you think it would be like to live in this image? What makes you think that?
- What do you think is good about this image? What is not so good? What makes you think that?
- What do you think other people would say about this image? How do you know that?
- What message do you think the image might be conveying? How do you know that? Do others share your point of view? Why might their view be the same/different to yours?

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- What title/caption would you give to the image? What would you need to consider before creating your title/caption? What made you decide on that title/caption? What other titles/captions could we give it? What do others think of your title/caption?

General Capability: Critical and Creative Thinking learning continuum

Inquiring – identifying, exploring and organising information and ideas element						
Sub-element	Typically, by the end of Foundation Year, students:	Level 2 Typically, by the end of Year 2, students:	Level 3 Typically, by the end of Year 4, students:	Level 4 Typically, by the end of Year 6, students:	Level 5 Typically, by the end of Year 8, students:	Level 6 Typically, by the end of Year 10, students:
Pose questions	pose factual and exploratory questions based on personal interests and experiences	pose questions to identify and clarify issues, and compare information in their world	pose questions to expand their knowledge about the world	pose questions to clarify and interpret information and probe for causes and consequences	pose questions to probe assumptions and investigate complex issues	pose questions to critically analyse complex issues and abstract ideas
Identify and clarify information and ideas	identify and describe familiar information and ideas during a discussion or investigation	identify and explore information and ideas from source materials	identify main ideas and select and clarify information from a range of sources	identify and clarify relevant information and prioritise ideas	clarify information and ideas from texts or images when exploring challenging issues	clarify complex information and ideas drawn from a range of sources
Reflecting on thinking and processes element						
Sub-element	Typically, by the end of Foundation Year, students:	Level 2 Typically, by the end of Year 2, students:	Level 3 Typically, by the end of Year 4, students:	Level 4 Typically, by the end of Year 6, students:	Level 5 Typically, by the end of Year 8, students:	Level 6 Typically, by the end of Year 10, students:
Think about thinking (metacognition)	describe what they are thinking and give reasons why	describe the thinking strategies used in given situations and tasks	reflect on, explain and check the processes used to come to conclusions	reflect on assumptions made, consider reasonable criticism and adjust their thinking if necessary	assess assumptions in their thinking and invite alternative opinions	give reasons to support their thinking, and address opposing viewpoints and possible weaknesses in their own positions
Analysing, synthesising and evaluating reasoning and procedures element						
Sub-element	Typically, by the end of Foundation Year, students:	Level 2 Typically, by the end of Year 2, students:	Level 3 Typically, by the end of Year 4, students:	Level 4 Typically, by the end of Year 6, students:	Level 5 Typically, by the end of Year8, students:	Level 6 Typically, by the end of Year 10, students:
Evaluate procedures and outcomes	check whether they are satisfied with the outcome of tasks or actions	evaluate whether they have accomplished what they set out to achieve	explain and justify ideas and outcomes	evaluate the effectiveness of ideas, products, performances, methods and courses of action against given criteria	explain intentions and justify ideas, methods and courses of action, and account for expected and unexpected outcomes against criteria they have	evaluate the effectiveness of ideas, products and performances and implement courses of action to achieve desired outcomes against criteria

				identified	they have identified

General Capability: Intercultural Understanding learning continuum

Interacting and empathising with others element					
Sub-element	Typically, by the end of Foundation Year, students:	Level 2 Typically, by the end of Year 2, students:	Level 3 Typically, by the end of Year 4, students:	Level 4 Typically, by the end of Year 6, students:	Level 5 Typically, by the end of Year8, students:	Level 6 Typically, by the end of Year 10, students:
Consider and develop multiple perspectives	express their opinions and listen to the opinions of others in given situations	express their own perspectives on familiar topics and texts, and identify the perspectives of others	identify and describe shared perspectives within and across various cultural groups	explain perspectives that differ to expand their understanding of an issue	assess diverse perspectives and the assumptions on which they are based	present a balanced view on issues where conflicting views cannot easily be resolved
Reflecting on intercultural experiences and taking responsibility element					
Sub-element	Typically, by the end of Foundation Year, students:	Level 2 Typically, by the end of Year 2, students:	Level 3 Typically, by the end of Year 4, students:	Level 4 Typically, by the end of Year 6, students:	Level 5 Typically, by the end of Year8, students:	Level 6 Typically, by the end of Year 10, students:
Mediate cultural difference	identify similarities and differences between themselves and their peers	recognise that cultural differences may affect understanding between people	identify ways of reaching understanding between culturally diverse groups	discuss ways of reconciling differing cultural values and perspectives in addressing common concerns	identify and address challenging issues in ways that respect cultural diversity and the right of all to be heard	recognise the challenges and benefits of living and working in a culturally diverse society and the role that cultural mediation plays in learning to live together

Australian Curriculum: Languages, Italian F-10 sequence

COMMUNICATING Sub-strands	**F-2 Band**	**3 & 4 Band**	**5 & 6 Band**	**7 & 8 Band**	**9 & 10 Band**
Creating	Participate in shared reading/viewing of short imaginative texts and respond by drawing, miming, performing and other forms of	Listen to, view and read a range of imaginative texts for children, and discuss messages and impressions	Share and compare opinions about ideas in imaginative texts	Respond to a range of imaginative texts by expressing ideas and opinions about the themes, characters, events and	Read, discuss and review a range of imaginative texts and respond by expressing opinions, explaining the themes, discussing characters, and

				cultural attitudes conveyed, and relate to personal experience	considering language use and cultural meanings
	expression				
Reflecting	Begin noticing what is 'new' or 'interesting' in Italian language and culture and recognising similarities and differences between Italian and Australian cultural practices and related language use	Compare experiences, noticing how these are influenced by language and culture and how readily they may be expressed in Italian	Compare everyday social experiences and related language use and consider own responses and reactions and those of others	Participate in intercultural experiences to discuss cultural practices, comparing own and others' reactions and responses	Reflect on participation in intercultural exchange, taking responsibility for contributing to mutual understanding

REFERENCES

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