

Lesson Two: Exploring Adaptation at the Tempe Center for the Arts

Objectives

1. Students will be able to compare an artwork with the written story from which it was adapted.
2. Students will be able to create a visual image inspired by a written story.

Arizona Visual Arts Standards

RELATE: Meanings or Purposes: PO 101, 201, & 301: Interpret meanings and/or purposes of an artwork using subject matter, symbols, and/or themes.

RELATE: Elements and Principles: PO 101, 201, & 301: Identify (Analyze) visual/tactile characteristics of artworks from diverse cultures, different places, or times.

Common Core Standards (Artwork can be understood as "text". Art can be understood as a "technical" subject.)

ELA-Literacy.CCRA.R4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

ELA-Literacy.RST.6-8.4: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

ELA-Literacy.RST.9-10.4: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.

ELA-Literacy.CCRA.R1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

ELA-Literacy.RST.6-8.1: Cite specific textual evidence to support analysis of science and technical texts.

ELA-Literacy.RST.9-10.1: Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

ELA-Literacy.CCRA.R.9: Analyze how two or more texts [artworks] address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

ELA-Literacy.6-8.RH.9: Analyze the relationship between a primary and secondary source on the same topic.

ELA-Literacy.9-10.RH.9: Compare and contrast treatments of the same topic in several primary and secondary sources.

ELA-Literacy.CCRA.W1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

ELA-Literacy.WHST.6-8.2f: Provide a concluding statement or section that follows from and supports the information or explanation presented.

ELA-Literacy.WHST.9-10.2f: Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Preparation

Read and make copies of “Questions Questions about Adaptation at the Tempe Center for the Arts” worksheet.

Make arrangements for field trip to the TCA.

Before your visit, talk with assigned TCA docent, if possible.

Provide the docent with a copy of “Questions Questions about Adaptation at the Tempe Center for the Arts” worksheet in advance of your trip and discuss the extent to which students might complete any or all of the worksheet at the center or whether any or all the questions or ideas might be addressed during their tour. Seek the docent's assistance in locating animation cells from Disney's animated movie *Cinderella* within the Gallery or use an internet browser to search for images from the movie.

Resources

[“Questions Questions about Adaptation at the Tempe Center for the Arts” worksheet \(pdf\)](#)

Art Vocabulary

adapt, adaptation

types of line

illustrate, illustration

image

Other Vocabulary

step-daughter

hazel-bush

excerpt

Activities

Review and Application: Distribute “Questions Questions about Adaptation at the Tempe Center for the Arts” worksheets to all students and ask them to answer as many questions as they can during their tour. If writing responses on the worksheet is not practical or possible during the tour, use the worksheet to guide students in focused observation as circumstances permit. For example, you might use questions on the worksheet when students assemble or travel to the TCA or when they assemble for or travel back to school.

Take notes on any new information presented by the docent as well as interesting questions, observations or responses made by your students during their tour. If the circumstances of the visit do not allow students to complete their worksheets, explain that later, in class, you will lead a discussion of adaptation in the exhibition using online *Page to Screen Exhibition Preview* PowerPoint.

Assessment Checklist

OBJECTIVE 1. Students will be able to compare an artwork with the written story from which it was adapted.

___ Students can identify similarities between Julia Rosa's drawing and the Grimm Brothers' story of *Cinderella*.

___ Students can compare an image from Disney's *Cinderella* movie with the Grimm Brothers' story.

OBJECTIVE 2. Students will be able to create a visual image inspired by a written text.

___ Students can imagine and then draw a character, a scene or an object from an excerpt of the Grimm Brothers' story of *Cinderella*.