

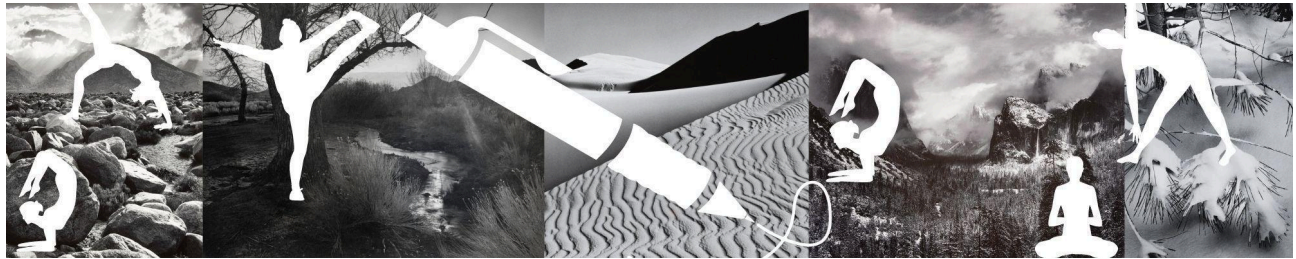
# artsNOW

Integrated learning solutions

## DRAMATIC WRITING WITH ANSEL ADAMS

Grade Band: 4-5

Content Focus: Theatre & ELA



### LEARNING DESCRIPTION

Using Ansel Adams photographs for inspiration, students will explore creative writing, directing, and acting.

### LEARNING TARGETS

Essential Questions	"I Can" Statements
How can visual art be a catalyst for writing and acting?	<p>I can use a photograph as inspiration for creative writing and acting based in a particular setting.</p> <p>I can work with a group to bring to life a scene inspired by a photograph.</p>



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## GEORGIA STANDARDS

Curriculum Standards	Arts Standards
<p><b>Grade 4:</b>            ELAGSE4W3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.</p> <p><b>Grade 5:</b>            ELAGSE5W3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p><b>Grade 4:</b>            TA4.CR.1 Organize, design, and refine theatrical work.            TA4.CR.2 Develop scripts through theatrical techniques.            TA4.PR.1 Act by communicating and sustaining roles in formal and informal environments.</p> <p><b>Grade 5</b>            TA5.CR.1 Organize, design, and refine theatrical work.            TA5.CR.2 Develop scripts through theatrical techniques.            TA5.PR.1 Act by communicating and sustaining roles in formal and informal environments.</p>

## SOUTH CAROLINA STANDARDS

Curriculum Standards	Arts Standards
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**Grade 4:****Writing (W) - Meaning, Context, and Craft**

**Standard 3:** Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:

- develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences;
- orient the reader by establishing a situation and introducing a narrator and/or characters;
- organize an event sequence that unfolds naturally;
- use dialogue and description to develop experiences and events or show the responses of characters to situations;
- develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;
- use a variety of transitional words and phrases to manage the sequence of events;
- use imagery, precise words, and sensory details to develop characters and convey experiences and events precisely; and
- provide a conclusion that follows from the narrated experiences or events.

**Grade 5:****Writing (W) - Meaning, Context, and Craft**

**Standard 3:** Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:

- develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences;
- orient the reader by establishing a situation and introducing a narrator and/or characters;
- organize an event sequence that unfolds naturally;
- use dialogue, pacing, and manipulation of time to develop experiences and events or show the responses of characters to situations;
- develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;
- use a

**THEATRE**

**Anchor Standard 1:** I can create scenes and write scripts using story elements and structure.

**Anchor Standard 3:** I can act in improvised scenes and written scripts.

**Anchor Standard 8:** I can relate theatre to other content areas, arts disciplines, and careers.

**VISUAL ARTS**

**Anchor Standard 5:** I can interpret and evaluate the meaning of an artwork.



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variety of transitional words, phrases, and clauses to manage the sequence of events; g. use imagery, precise words, and sensory details to develop characters and convey experiences and events precisely; and h. provide a conclusion that follows from the narrated experiences or events.

## KEY VOCABULARY

Content Vocabulary	Arts Vocabulary
<ul style="list-style-type: none"> <li>● <u>Character</u> - Actor or actress in a specified role.</li> <li>● <u>Setting</u> - Environment or place of action.</li> <li>● <u>Plot</u> - List, timetable, or scheme dealing with any of the various arrangements of a story or play.</li> <li>● <u>Imagery</u> - The use of descriptive language that appeals to the reader's senses, helping them to visualize scenes, hear sounds, feel textures, taste flavors, and smell scents</li> <li>● <u>Sensory details</u> - Descriptive elements that appeal to the five senses: sight, sound, smell, taste, and touch. They help create vivid imagery and make the writing more engaging and realistic for the reader by allowing them to experience the scene as if they were there.</li> </ul>	<ul style="list-style-type: none"> <li>● <u>Theater</u> - Dramatic literature or its performance; drama.</li> <li>● <u>Photography</u> - the process of capturing an image – a photograph – with a camera, either on paper or through a digital medium.</li> <li>● <u>Voice</u> – An actor's tool, which we shape and change to portray the way a character speaks or sounds</li> <li>● <u>Body</u> – An actor's tool, which we shape and change to portray the way a character looks, walks, or moves</li> </ul>

## MATERIALS

- Index cards and lined paper
- Pencils
- Copies of Ansel Adams photographs (see “Additional Resources”)

## INSTRUCTIONAL DESIGN

Opening/Activating Strategy



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- Have students stand by their desks, or in open space.
- Call out a setting (e.g., desert, baseball stadium, birthday party, or under the ocean), and have students enact a person or thing in the environment. As appropriate, allow students to use voices and make sounds, or instruct them to be in the setting in silence.
- Use observational language to comment on student choices (e.g., “I see Sara has her arms to be a cactus” or “Dylan is wiggling his body as a snake on the rug”).
- Continue to call out a variety of settings. Alternate between natural settings and human settings. Allow students to be objects or natural forces in the settings, or people interacting with the settings.

## Work Session

### Creating a Setting through Art

- Pass out photos by the artist, Ansel Adams, to the students. Explain that Ansel Adams was a famous American photographer known for his photos of American outdoor landscapes including Yosemite, Big Sur, the Sierras and more.
- Ask the students to study their photo and examine the visual details: “What is the first thing your eye is drawn to? What lines and shapes do you see in the photo? Did Adams take it from near or far? How do the light and dark areas work together? Where is the light source in the image, and which areas are in shadow? Why do you think Adams chose to take this photograph?”
- Have students imagine/visualize details about the setting in the photo, saying: “Where is this place? You can make it up. It can be anywhere in the world. What season is it--winter, early spring, etc.? What time of day is it - early morning, high noon, sunset? What sounds and smells are there? Is the wind blowing? Are birds chirping or other animals making sounds even though you can’t see them? Can you smell pine trees, flowers, or the ocean? If you could place yourself in this picture, where would you be?”
- Tell the students: “Place the picture in front of you and stand or sit as you imagine you would be in the picture. Now, close your eyes and take a deep breath of the clean air in this place. Listen to the sounds in your environment. Take another deep breath and smell the beautiful aromas.”
- One at a time, ask each student to make a sound that they hear in their environment.
- Ask students to think of three descriptive phrases about their environment. Students should use imagery and sensory details. For example, instead of saying, “the wind,” describe “the loud, rushing wind”, “the fierce cry of an eagle,” or the “steep, snowy mountainside.”
  - Even though the pictures are black and white, encourage students to feel free to use color in their descriptive phrases. Have the students write down their phrases on a note card or piece of paper. Ask them how they can expand or add to their phrases to make them more descriptive – suggest including texture, color, size, shape, temperature, or other qualities or details.
- Have students practice using their descriptive phrases in sentences to describe their settings. Instruct them to speak as if they are in the setting (e.g., “I am standing with my feet on the edge of the babbling stream. The water is as cold as ice and shiny like a mirror. I see silvery fish swimming by with lightning speed.”) Coach and assist students as needed.
- Ask student volunteers to come up and present, imagining themselves in the setting in the photograph. They should use their voices and bodies to express the feelings and elements in their writing.



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### Bringing the Photograph to Life

- Select a student and guide them to cast three classmates as elements in their setting. The student should announce the element and then choose a classmate to portray it. (E.g., “Someone will be the grass blowing in the wind.”) Once chosen, the classmate should come to the front and view the photograph.
- Guide the student to direct the elements, telling each classmate where they will be in the live picture, how they will stand or move, and what sounds they will make.
- Once the setting is established, have the student walk/hike/swim into their environment, take their place, use their body and voice to inhabit the setting (e.g., shivering for a cold setting, speaking loud for a distant setting, walking carefully over sharp stones, using a hand to block out the bright sun) and then describe their setting using their descriptive phrases.
- Show the photograph around the room, and solicit comments from the class on how the students brought the setting to life.
- Have additional students volunteer to cast, enter, and describe.

### Narrative writing

- Using the setting students created as a starting point, students will write a fictional narrative.
- Ask them to go back to the place where they are imagining that they are in the setting. Ask them to think about how they got there, why they are there, where they are going, and what obstacles they might face.
- In their writing they should use transitional language, imagery, precise words, and sensory details to bring their narrative to life for the reader.
- Students can engage in a peer review process to revise and edit their work.

### Closing/Reflection

- Reflect on the process with students using the following questions:
  - How did we get ideas of what to act from the photos?
  - How did we use our voices and bodies to become elements of the different settings in the photos?
  - How did the setting become a starting point for your narrative?

## ASSESSMENTS

### Formative

- Students created and used three descriptive phrases.
- Students effectively communicated their ideas.
- Students responded appropriately to the Adams images.

### Summative

- Students can cast and direct their scenes effectively.
- Students can enact their roles in the scenes effectively.
- Students’ written phrases use imagery and sensory details.
- Students’ narratives meet criteria of grade level standards.



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## DIFFERENTIATION

### Acceleration:

- Have students write out their ideas in full paragraph format.
- Allow students who are playing elements of the setting to speak from the viewpoints of those elements: “How does the tree feel? What is the lake thinking?”

**Remediation:** Use a single photograph with the entire class, and model the process all together. Cast a small group as elements in the setting, and then model being the person entering and inhabiting the setting. Repeat the process with a second photo, drafting a student to be the person entering the setting. You may want to use a photo and have the entire class become elements in the photo, allowing multiple students to be the same thing: mountains, rocks, trees, clouds.

## ADDITIONAL RESOURCES

- [The Ansel Adams Gallery](#)
- “Ansel Adams Original Photograph - Black & White Photography.” *The Ansel Adams Gallery*, [shop.anseladams.com/collections/original-photographs-by-ansel-adams](http://shop.anseladams.com/collections/original-photographs-by-ansel-adams). Accessed 28 June 2023.

*\*This integrated lesson provides differentiated ideas and activities for educators that are aligned to a sampling of standards. Standards referenced at the time of publishing may differ based on each state’s adoption of new standards.*

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