

Pennsylvania Youth Theatre
Presents



Disney
FROZEN JR.

Music and Lyrics by
Kristen Anderson-Lopez & Robert Lopez

Book by
Jennifer Lee

Based on the Disney Film written by Jennifer Lee and Directed by
Chris Buck and Jennifer Lee

Originally Produced on Broadway by
DISNEY THEATRICAL PRODUCTIONS

Directed by **Christopher Urswick**
Choreographed by **Michael Cassio**
Musical Director **Thomas Erpingham**
Assistant Director **Kerry Livingston**

December 4-15, 2019

Charles A. Brown Historic Ice House • Bethlehem



123pyt.org • 610-332-1400



Dear Teachers,

The following resource guide is designed for you and your students to facilitate the integration of the performing arts into core curriculum areas. The activities in this guide support the PA State Educational Standards in several areas, develop critical and creative thinking and enrich the live theatre experience for your students.

Pennsylvania Youth Theatre is proud to present *The Frozen Jr.* performed at the Ice House on Bethlehem’s Sand Island.

Thank you and enjoy the show!

Jill Dunn Jones
Artistic Director

CURRICULUM CONNECTIONS

Pennsylvania State Learning Standards: *The Little Mermaid, the Musical* Resource Guide covers the following areas:

Academic Standards for Reading, Writing, Speaking and Listening:

- 1.1 Learning to Read Independently
- 1.2 Reading Critically in All Content Areas
- 1.3 Reading, Analyzing and Interpreting Literature
- 1.4 Types of Writing
- 1.5 Quality of Writing
- 1.6 Speaking and Listening
- 1.7 Characteristics and Function of the English Language
- 1.8 Research

Academic Standards for Arts and Humanities

- 9.1 Production, Performance and Exhibition of Dance, Music, Theatre, and Visual Arts
- 9.2 Historical and Cultural Contexts
- 9.3 Critical Response
- 9.4 Aesthetic Response

Academic Standards for History

- 8.1 Historical Analysis and Skills Development
- 8.2 Pennsylvania History
- 8.3 United States History
- 8.4 World History

Academic Standards for Civics and Government

- 5.1 Principles and Documents of Government
- 5.2 Rights and Responsibilities of Citizenship
- 5.3 How Government Works
- 5.4 How International Relationships Function

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ABOUT PYT

Pennsylvania Youth Theatre (PYT) is a professional, non-profit performing arts organization whose mission is to educate, entertain, and enrich the lives of young people through the art of theatre. By bringing literature to life with theatre, PYT enhances the Language Arts curriculum for 12,000 community school students annually. Founded with the belief that children deserve the very best, PYT’s Mainstage literature-based plays are professionally produced. Professional directors, choreographers, actors, dancers and musicians as well as lighting costume and set designers are hired to achieve the best possible presentation of children’s plays. To keep our Mainstage productions available to all, we continue to offer these professionally staged shows to school groups for approximately \$.50 a ticket which is 57% below our break-even cost. PYT is happy to offer plays of this quality to the school children of our community for this reduced cost. We hope you and your class enjoy this performance!

**Pre-Show and Post-Show
In-School Workshops**

If you would like to schedule a PRE or POST show workshop for your class for this particular production, please contact

Jill Dunn Jones
jdunn@123pyt.org
(610) 332-1400

123pyt.org

BEFORE THE SHOW: SYNOPSIS OF *FROZEN JR.*



The Townspeople of Arendelle and the royal family — Queen Iduna, King Agnarr, Young Elsa, and Young Anna — celebrate summer ("Let the Sun Shine On"). As the princesses play, Young Anna goads Young Elsa into using her magical powers to create ice and snow, but Queen Iduna reminds them that magic must stay secret.

Later that evening, the sisters create a magical toy snowman named Olaf ("A Little Bit of You"). As their games grow more adventurous, the Snow Chrous joins in and Young Elsa accidentally strikes Young Anna with her powers. The King and Queen rush to help, and Queen Iduna calls on the Hidden Folk to revive Young Anna ("First Joik"). Pabbie and Bulda, the mystical leaders of the Hidden Folk, remove the ice from Young Anna's head as well as all memories of Young Elsa's magic.

Young Elsa grows fearful of her powers and isolates herself from her sister until she can learn to control them; the gates to the castle are closed. With no memory of the magic strike, Young Anna wonders why her sister will no longer play with her ("Do You Want to Build a Snowman?").

Years later, Middle Elsa still struggles to control her powers as her fear grows, while Middle Anna still yearns for her sister's affection. The King and Queen leave the kingdom to search for answers but are lost at sea.

On the day of Elsa's coronation as queen, the Castle Staff reopen the gates. Anna daydreams about how exciting it will be to have life back in the castle, while Elsa practices controlling her powers for the coronation ("For the First Time in Forever"). As guests arrive, Anna bumps into the charming Prince Hans, and both of them slam into Kristoff, a local ice harvester, and his reindeer, Sven, knocking Kristoff's bag of ice to the ground.

The Bishop crowns Elsa as she contemplates the relationship she wishes she could have with Anna ("Dangerous to Dream"). At the coronation ball, the two sisters finally talk and laugh together, particularly at the expense of the arrogant Duke of Weselton. Later, Anna finds Hans, and the two immediately fall in love ("Love Is an Open Door") and decide to marry. The elated couple asks Elsa for her blessing of their marriage, but she refuses. As tensions rise, Elsa accidentally shoots ice into the ballroom. Elsa flees, and Anna runs out to find her.

On the snowy mountainside, Kristoff sings a song to Sven ("Reindeer(s) Are Better Than People") when a freezing Anna comes upon them. They agree to help her find Elsa, and are startled when Olaf, a magical snowman, appears. Olaf vows to help them bring back summer, and along with the Summer Chorus, fantasizes about what it will be like ("In Summer"). The group also comes across Oaken and Oaken's Family, who teach them about *hygge* and provide them with winter gear ("Hygge").

Isolated in an ice palace of her own making, Elsa lets go of her fear and embraces her powers ("Let It Go"). Meanwhile, Hans and Weselton send out a search party to find Anna and capture Elsa.

Anna, Kristoff, Sven, and Olaf finally find Elsa. Elsa's newfound liberation doesn't last long, however, once Anna reveals that her powers have set off an eternal winter everywhere. In her panic, Elsa accidentally strikes Anna again ("For the First Time in Forever – Reprise"). When Elsa blasts the group down the mountain ("Mountain Fall"), they seek a cure for Anna from the Hidden Folk ("Kristoff's Joik"), who think she and Kristoff are a couple ("Fixer Upper"). When Anna faints, however, Pabbie and Bulda inform them that only an act of true love can thaw her frozen heart, so they return to Arendelle to find Hans.

Meanwhile, Elsa is captured and brought back to the castle. When Anna arrives, Hans reveals that he never loved her and was just using her to become King of Arendelle. He leaves Anna to freeze to death, but Olaf helps her escape to find Kristoff.

Hans tells the kingdom that Anna has died and sentences Elsa to death, who, in her fear, creates a massive blizzard ("Colder by the Minute"). As Anna is about to reunite with Kristoff, she sees that Hans has drawn his sword over Elsa. Anna sacrifices herself, stopping Kristoff's sword as she turns to ice.

This act of true love between sisters thaws Anna, and Elsa realizes that love can thaw the effects of her powers ("Finale 1"). Anna sends Hans away, and the kingdom celebrates while all vow to fill the world with light and love ("Finale 2").

BEFORE THE SHOW: CAST OF CHARACTERS



ELSA: Young Elsa, Middle Elsa, and Elsa are all the elder Princess of Arendelle at different ages. Next in line for the throne, Elsa has been born with magical powers that can overwhelm her when she becomes afraid and harm others if not handled with care. Fearful of hurting anyone, especially her beloved sister, Anna, Elsa becomes anxious and withdrawn as she grows older. She eventually learns to take control of-- and become confident in-- her powers which she masterfully uses to manipulate the Snow Chorus.



ANNA: Young Anna, Middle Anna, and Anna are all the young Princess of Arendelle at different ages. Filled with a tremendous amount of light, energy, and love, Anna is a hopelessly optimistic extrovert at all ages, but as she grows older, she longs for connection with others, especially her sister, Elsa.



HANS: The ambitious Prince of the Southern Isles and overlooked thirteenth son of a king, Hans constantly strives to find a way to make good and stand out. He tries to fool everyone into thinking that he is Prince Charming; however, he is really selfish and power-hungry.



KRISTOFF: Kristoff is a hardworking ice harvester. Kristoff has a sarcastic veneer and a rough-around-the-edges exterior that hides a big heart. Taken in by the Hidden Folk when he was young, he loves Pabbie and Bulda dearly, but is a bit of a loner with a reindeer for a best friend- until he meets Anna.

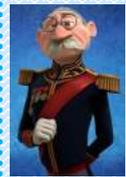


OLAF: The magical snowman created by Anna and Elsa when they were young. Olaf is endearingly delighted by everything - especially the idea of summer.



KING AGNARR: The warm-hearted ruler of Arendelle is committed to protecting both his family and the Townspeople from his eldest daughter's powers.

QUEEN IDUNA : The queen possesses a sense of rightness and kindness that guides the protection of her two young girls. A daughter of the Northern Nomads, this queen has the ability to communicate with the Hidden Folk of the mountains and so understands Elsa's powers deeply.



WESELTON: an impolite and judgmental duke from a neighboring kingdom.



BISHOP: The Bishop of Arendale, tasked with overseeing the succession of the monarchy.



OAKEN: an amiable, wandering salesperson and advocate of hygge.



SVEN is a reindeer of few words, fiercely loyal pal to Kristoff, and loves giving the ice harvester a hard time.

PABBIE and **BULDA** are the mystical leaders of the Hidden Folk who have a soft spot for "strays." Ever-benevolent, these friendly and endearing parental figures want what's best for Kristoff, even if they are a bit misguided in their efforts.

*Townspeople, Snow Chorus, Hidden Folk, Castle Staff (Housekeeper, Butler, Handmaiden, Cook, Steward, Guards)
Summer Chorus, Oaken Family*

BEFORE THE SHOW: FROM SCREEN TO STAGE

Frozen began as an animated feature film before it was adapted into a Broadway musical. The creators of the Broadway musical had to determine how the story could best be told on stage. By trying their own hand at the process of adaptation, students will learn to think theatrically and appreciate the creative team's work.

WARM UP: ICE POWERS

With students seated at desks or in a circle, ask the class to move their hands as if they had the power to create snow from their fingertips. Next, ask them to imagine forming a snowball between their palms. Then, challenge the class to simultaneously toss their snowballs into the air to burst into a full-room snowfall. Encourage them to imagine feeling the flurries land on their face and arms. Facilitate a brief discussion about the images that came to mind during the activity. Brainstorm how those images could be animated in a feature film. Expand the conversation to gather your students' thoughts on all the possibilities of animation to convey a story about ice powers.

MAIN ACTIVITY: ADAPTING A SCENE

In the process of adapting *Frozen* for the stage, the creative team had the opportunity to theatricalize Elsa's ice powers to be performed live. Brainstorm a list of artistic tools in the theatre (i.e. body, voice, costumes, props, scenery, lighting). Discuss how each of these tools might be used to create ice powers live onstage. Encourage creative solutions that feel plausible, even if improbable. Distribute the "Ice Strike" excerpt from the *Frozen* film screenplay and choose three students to read aloud. (on page 6)

Note: Keep your students safe! This animated scene should simply be read and not performed due to its active nature. One student should read the action, which are in parenthesis. Lead a discussion about how animators realized this moment in the story.

What are the strengths of using animation for such a scene?

What are the limitations? Ask the students to discuss the strengths and limitations of live theater to realize this moment in the story.

Working in pairs, challenge students to write a version of the scene for the stage. Would the students re-write this moment to convey the plot in a way more appropriate for the stage? Encourage the inclusion of artistic tools and creative solutions that were brainstormed earlier in the lesson. If time allows, share the adapted scenes with the class.

REFLECTION

Facilitate a discussion using the following prompts:

- *How did the scene change in your adaptation?*
- *What was challenging about the writing process?*
- *What differences do you notice about storytelling in animation and live performance?*
- *If you could talk with the creators of the musical *Frozen* what would you want to ask them about their adaptation process?*

VARIATIONS

OLDER: If you are working with older students, create groups in role as a creative team (i.e. author, director, designers) and challenge them to collaborate on a design concept. *How would the idea be presented to a producer?*

YOUNGER: If you are working with younger students, consider narrowing the artistic tools to only props and scenery. Use clay to convey one of the creative solutions brainstormed for ice powers. Have students write a sentence about their adaptation of ice powers for the stage, utilizing the vocabulary brainstormed as a class.

ICE STRIKE SCENE

“ICE STRIKE” Excerpt:

Screenplay p. 4

(Anna fearlessly jumps of a snow peak into mid-air.)

YOUNG ANNA Catch me! *(Elsa makes another peak to catch Anna.)*

YOUNG ELSA Gotcha! *(Anna keeps jumping. Elsa keeps casting magic.)*

YOUNG ANNA (jumping faster) Again! Again!

YOUNG ELSA (struggling to keep up) Slow down! *(Elsa suddenly slips. Her magic accidentally STRIKES Anna in the head. Anna tumbles down a snowbank and lands, unconscious.)*

YOUNG ELSA (CONT'D) ANNA! *(Elsa runs to Anna and takes her in her arms. A streak of Anna's hair, where struck, turns white.)*

YOUNG ELSA (CONT'D) MAMA! PAPA! *(The room around them fills with frightening ice spikes.)*

PYT ACTIVITY: FROZEN PICTURES

INTRODUCTION

In *Frozen, Jr.*, love is a powerful force that drives several of the characters' decisions throughout the story, causing chain reactions. By physically exploring characters' actions and reactions at specific plot points, students will develop an understanding of multiple perspectives.

WARM UP: ACTION & REACTION

Begin by reading the first four sentences of the *Frozen, Jr.* synopsis: *Young sisters Elsa and Anna thrive amid warmth and love in Arendelle. One night while playing, Elsa accidentally strikes Anna with her magic. The Hidden Folk shaman, Pabbie, draws the magic – and memories of it – out of Anna's head. Now frightened of her power, Elsa isolates herself, and the sisters grow up apart.* As a class, identify the sequence of actions and reactions in this part of the story. Then, challenge the class to choose one of the characters and retell the sequence from that character's point of view.

Next, divide the class into two perspective groups, one to represent Anna and the other to represent Elsa. Using facial expression and physicality to create a tableau (a *Frozen, Jr.* picture that tells a story), prompt the Anna group to show "I want to play with you!" and the Elsa group to show "To protect you, I must be left alone!". Facilitate a brief brainstorm about how each group could achieve their goal, then physically represent a few of the ideas using tableau. For each action presented by one group, invite the other group to show their reaction. Ask the class how their character's point of view influences their reactions.

MAIN ACTIVITY: FULL CLASS TABLEAU

Read the next three sentences of the synopsis: *Years later, Elsa is crowned Queen. When Anna and the visiting Prince Hans suddenly become engaged, Elsa panics and unleashes a blast of ice. The Duke of Weselton calls her a monster, and Elsa fees, setting of an eternal winter.*

As a class, create a list of all the characters that might live in the kingdom of Arendelle.

As a full class, create a tableau illustrating the actions and reactions for each plot point of this sequence. Establish a playing space, then invite one student to join the tableau at a time, filling out the setting with as many character perspectives as possible. Challenge students to justify their physical choices to clearly communicate their character's perspective. Prompt students to share their character's inner thought at this moment of the story when they are tapped on the shoulder. For each tableau, encourage students to explore a character with a contrasting perspective on the situation from the character they previously portrayed.

REFLECTION: JOURNAL ENTRY

In role as the character they portrayed in tableau, have students write a letter to a family member about what occurred at Queen Elsa's coronation.

Extension: After experiencing the musical *Frozen, Jr.*, divide the class in small groups, one group for each principal character. Challenge them to retell the story from the perspective of their assigned character.

VARIATIONS:

OLDER: If you are working with older students, pair up students as scene partners for the warmup and allow them to explore a sequence of actions and reactions without interruption. In the main activity, encourage student direction of the tableau. When prompting students to share their inner thoughts, consider having two characters with opposing perspectives engage in improvised conversation.

YOUNGER: If you are working with younger students, read only the first sentence of the synopsis at the start of the main activity. Keep the class divided in half following the warmup so that half of the class create the tableau while the other half serves as audience. Rather than prompting for inner thoughts, prompt the students in role as audience to notice physical choices being made by the actors and invite suggestions to make the storytelling of the *Frozen, Jr.* picture clear. Then, switch groups and repeat with the next sentence. Continuing alternating performers and audience for each of the four sentences in the main activity. In the reflection, challenge students to articulate how they used facial expression and physicality to communicate what their character was feeling and thinking.

PYT ACTIVITY: I'M FREE

INTRODUCTION

After freeing Arendelle, Elsa yields her power to build an ice castle, a place she feels most free. The lyrics of “Let it Go”, written by Kristen Anderson-Lopez and Robert Lopez, communicate the strength and freedom Elsa experiences after years of fearing the power within herself. By writing their own lyrics, students will explore the power of their own strengths.

WARM UP: LYRICS AS POETRY

Write the following lyrics on the board:

“It’s funny how some distance makes everything seem small
And the fears that once controlled me can’t get to me at all;
It’s time to see what I can do; To test the limits and break through;
No right, no wrong, no rules for me; I’m free”

Read the lyrics aloud and ask the class to suggest what they might mean.

Next, explain to the class that “Let it Go” celebrates the strength and power within Elsa that she’s previously feared. Facilitate a brief discussion about lyrics being poetry set to music, often used in theater to tell a story. Ask the students what they notice about the language choices and rhyming structure in “Let it Go.”

MAIN ACTIVITY: WRITE ORIGINAL LYRICS

Explain that Elsa uses her power to build an ice castle. Ask each student to brainstorm an imaginary place they would build with their own personal power. Encourage students to choose a power based on a personal strength or personality trait of their choosing. Working in pairs, instruct students to take turns describing their places and their powers. While one student shares, the other should write a list of all the adjectives used to describe the place and all the verbs relating to the power. Then, have students use the lists as inspiration to individually write a verse of lyrics for their personal “Let it Go” moment. Invite students to share aloud and encourage students to celebrate each piece of writing; it takes a lot of strength to share original work!

REFLECTION

Facilitate a brief discussion using the following prompts:

- *What are some similarities among the powers of our class?*
- *What did you discover about the process of writing lyrics?*
- *How would you react if you discovered your power was negatively impacting others?*
- *How would you react if the place you built became threatened?*

VARIATIONS:

OLDER: If you are working with older students, challenge the students to choose a personal strength that perhaps they once feared. In the main activity, encourage students to write a chorus in addition to a verse. In the reflection, ask students to identify a style of music for their composition.

YOUNGER: If you are working with younger students, consider reducing the length of the lyric to a rhyming couplet. In the main activity, encourage students to first draw their imaginary place before brainstorming words to describe it.

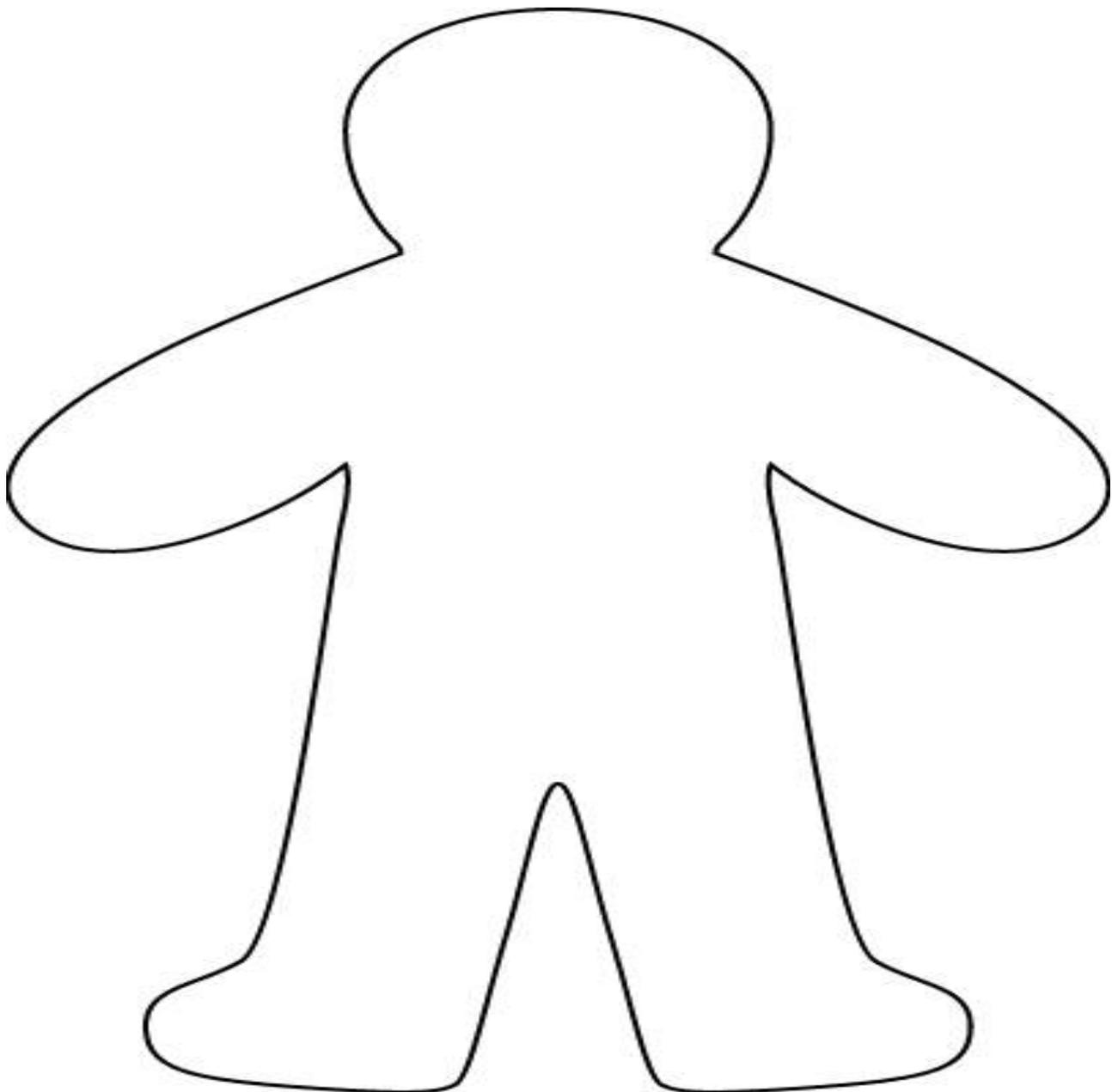
PYT QUICKTIVITIES

This activity can be done BOTH before and after the show. If you are able to, find a copy of the book or film to show your students before PYT's production. Compare and contrast those to each other, then to the play you will see at the Ice House!

The **ROLE ON THE WALL** outline is drawn on a piece of chart paper around an important character. Information and feelings about the character are written into the shape. It can also be enriched by being written from different perspectives, for example, the space outside the outline can contain comments about the character as they are seen from an observer's viewpoint and the interior space can contain the characters own thoughts and point of view. This is useful for building a deeper understanding of a character and the play. Use this outline below to record information about each character. This can be done with both older and younger students. With older students, you can assign a different character to groups and they can collaborate and share their work with the class.

ELSA, ANNA, KRISTOFF, HANS, OLAF, SVEN, ETC: *How does he/she see him/herself?* (Record these traits on the inside of the Role on the Wall.) *How do other people view him/her?* (Record these descriptions on the outside of the character.

You may do this activity before the show, based on your students prior knowledge, then compare and add to after the show. Hand out the outline below and have your students begin the process.



WRITE A REVIEW

After the show, write a review and send it to PYT!

I liked *Frozen, Jr.* because:

My favorite part was:

The scene I remember most was:

The character I liked best was because:

The character I did not like was because:

Overall, I think *Frozen, Jr.* was:

DRAW A REVIEW! We love seeing your creations!

Teachers, you can mail these reviews to: PYT 25 W 3rd St, Bethlehem, PA 18015

THEATRE ETIQUETTE

The audience is a very important part of any live theatre performance. Without the audience, there would be no one to laugh when the show is funny, to gasp when it is scary or to applaud in the end.

- Enter the theatre quietly. Listen to the directions from the ushers and sit where they direct you.
- There is no intermission, so you may want to use the bathroom before the show begins.
- You will help others enjoy the show when you keep your feet on the floor and your hands to yourself.
- Save your comments or questions for later in class. Do no talk during the show.
- Food and drinks are NOT allowed in the theatre. Enjoy your snacks, gum or candy after the show.
- A live play is different than a movie or a football game. Talking to the actors is not appropriate and can be distracting.
- Please turn off your cell phones, and no texting during the show.
- No photographs or video taping, please. This is for the actor's safety.
- Show your appreciation by applauding at the end of the show.
- When the show is over, our ushers will give you directions to leave the theatre in an orderly manner.
- Enjoy the show! We're glad you came to a production by Pennsylvania Youth Theatre!

Thank you for bringing your students to this PYT production!

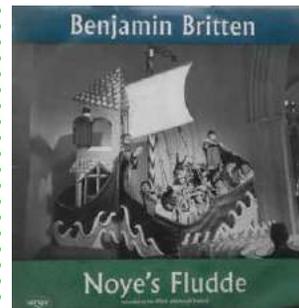
ATTENTION TEACHERS

When you check in at the Ice House on Sand Island, you will be given a packet with a Performance Evaluation Form. Your feedback is very important to us, and we hope that you will take a few minutes to complete the form and return it to the PYT office. Thank you for bringing your students to this PYT production!

SEASON 19-20 SCHOOL SHOWS



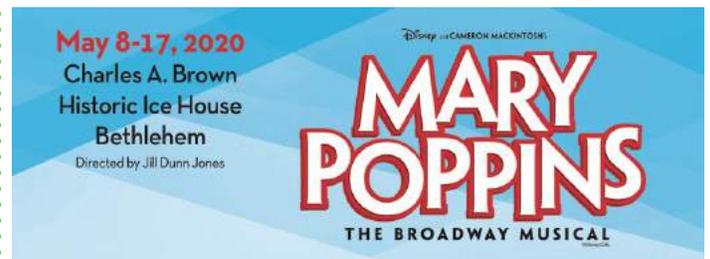
Thursday, 2/13 @ 9:45AM & 12:15PM



The Bach Choir of Bethlehem and The Bach Festival Orchestra under the direction of Greg Funfgeld, in partnership with The Bel Canto Youth Chorus, Pennsylvania Youth Theatre, and members of the Young People's Philharmonic, the Junior String Philharmonic, and the Lehigh University Philharmonic bring Benjamin Britten's opera *Noah's Flood (Noye's Fludde)* back to the Lehigh Valley after 27 years.

Song and spectacle combine in this story of Noah and the ark. Based on the Medieval Chester play, this opera was composed in 1958 for a children's performance in Aldeburgh, England. Since then, the glorious music and charming production qualities have made it a favorite for audiences of all ages. The Bel Canto Youth Chorus, Pennsylvania Youth Theatre, and area school children, will play the role of the animals.

**Packer Memorial Church at Lehigh University.
Friday, 2/28 @ 10:00AM & 1:00PM**



Tuesday, 5/12 @ 9:45AM

Wednesday, 05/13 9:45 AM & 12:15PM

Thursday, 05/14 @ 9:15AM & 12:15PM

Friday, 5/15 @ 9:45AM