

# CURRICULUM CONNECTIONS

## Disney's Frozen



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# What's included in Curriculum Connections:

Letter to Teachers...page 2

Theater Etiquette...page 3

From Page to Stage (How to explain adaptations)...page 4

Synopsis...page 5

Pre and Post Show Worksheets/Links and Activities...pages 6-13

Student to Family Cooperative Activity Ideas...page 14

Florida Standards Alignments...page 15

Student Theater Review...page 16

## Know Before you Go:

- Arrive at the theater 15 to 20 minutes before show time. Allow extra time for Broward County traffic. We are unable to start a show late.
- Please stay on the bus until greeted by a SEAS usher. At that time, please give the usher your BUS document and the usher will escort you to the theater.
- Remember to watch our Know Before You Go Video:

<https://tinyurl.com/ElementarySeasWelcome>

<https://tinyurl.com/SecondaryWelcomeSEAS>





Dear Educators,

We are excited to present this Curriculum Connection (Study Guide) as a valuable resource to support your teaching journey. This guide has been carefully designed to offer engaging and meaningful activities for use in your classroom before and after seeing a S.E.A.S. performance at The Broward Center's Amaturro Theater, The Parker, or Miniaci at NSU. Each section is structured to make it easier for you to integrate cross-curricular connections, providing a seamless experience for students to deepen their understanding while exploring the creative process.

The activities and lessons in this guide have been intentionally crafted to complement Florida's B.E.S.T. standards. By utilizing these resources, you will be able to foster a dynamic and creative learning environment while ensuring students meet key academic goals. We encourage you to adapt the materials to best fit your classroom's needs and objectives, empowering students to think critically and creatively across all disciplines. This special guide includes content from The Citadel Theater Education and Outreach, Children's Theater Company and links to Disney's Frozen the Musical Enrichment Materials.

We want to take a moment to express our sincere appreciation for the passion and dedication you bring to your classrooms every day. Your commitment to infusing art-full moments into education not only enriches your students' learning experiences but also ignites their curiosity and creativity. Thank you for inspiring the next generation of thinkers, creators, and innovators. We are truly grateful for the impact you have on your students' lives. Consider joining the Teacher's Lounge (QR code below) to be notified of special events and discounts just for Teachers.

Don't forget to distribute your S.E.A.S. stickers when you return to school (after the trip) and share the magic that is Student Enrichment Through the Arts!





# Theater Etiquette

*There is so much that goes into creating a show for the stage. Behind the scenes, there are people who control the lights and the sound, the sets and the props. There are directors, writers, producers, musicians, and choreographers. So many people work together to create the performance you and everyone in the audience watches.*

It is helpful to remind students of appropriate audience etiquette by explaining and discussing WHY these rules of behavior are important:

- Restroom visits are best made prior to the performance.
- Listen carefully to the ushers and your teachers. This gets everyone to your seats quickly and ensures a pleasant experience.
- Turn watches and cell phones to silent.
- Walk single file, hold hand rails as you use the steps for your safety.
- Listen carefully to each performer. They are working hard to entertain and inform with lots of clues about the story.
- Refrain from TALKING. This allows everyone to enjoy the show without distraction. Sometimes we think that if we whisper it is okay. But, if everyone in the audience whispers, it becomes disruptive.
- Laugh if something is funny, but not too loudly, you don't want to miss any dialogue.
- Photography and recording are not permitted.
- Pay attention to the lighting, scenery, costumes and music. All of these elements help provide more details to tell the story in an interesting way.
- Applaud (clap) and laugh at the right moments. This shows the performers that you respect and appreciate their work.





# FROM PAGE TO STAGE

An adaptation in theater is when a book, short story, novel, or even a poem is transformed into a stage performance, like a musical or play. The original story is usually kept at the core, but parts may be changed or added, such as songs, dialogue, or characters to make it work better for a live audience.

## VOCABULARY OF AN ADAPTATION

**Adaptation:** Something that has changed so that it can be presented in another form.

**Author:** A person who writes something such as a book or an article.

**Characters:** the individuals portrayed by actors in a play or musical.

**Composer:** A person who writes music.

**Director:** A key creative figure in theater responsible for overseeing the artistic aspects of a production.

**Lyricist:** A person who writes the words of a song.

**Playwright:** A person who writes plays.

**Scriptwriting:** Turning narration into dialogue and scenes.



### ***Here are 10 of the most famous stage adaptations:***

Les Misérables

The Lion King

Wicked

Matilda the Musical

Harry Potter and the Cursed Child

The Phantom of the Opera

To Kill a Mockingbird

Hamilton

The Wizard of Oz

Oliver!

Les Misérables by Victor Hugo

Based on Disney's animated film (inspired by Hamlet)

Wicked by Gregory Maguire (a reimagining of The Wizard of Oz)

Matilda by Roald Dahl

Harry Potter series by J.K. Rowling

Le Fantôme de l'Opéra by Gaston Leroux

To Kill a Mockingbird by Harper Lee

Based on the Alexander Hamilton biography by Ron Chernow

The Wonderful Wizard of Oz by L. Frank Baum

Oliver Twist by Charles Dickens

# FROZEN

## *Synopsis:*

Based on the hit animated film, Frozen: The musical tells the story of two royal sisters, Princess Anna and Queen Elsa of Arendelle. Elsa has magical powers that allow her to control ice and snow, but she hides them out of fear of hurting those she loves.

After her powers are accidentally revealed, Elsa flees into the mountains and creates a palace of ice, unintentionally plunging Arendelle into eternal winter.

Determined to bring back summer and save her sister, Anna sets off on a courageous journey joined by a rugged ice harvester named Kristoff, his loyal reindeer Sven, and the hilarious snowman Olaf.

Along the way, Anna learns the meaning of true love—not just romance, but the powerful bond between sisters.

With unforgettable songs like “Let It Go,” dazzling costumes, and magical staging, Frozen is a heartfelt story of self-acceptance, bravery, and the unbreakable love of family.



# Disney's Frozen: Enrichment

<https://frozenthemusical.com/enrichment/>



## ENRICHMENT MATERIALS

This rich educational experience is designed for students, fans, teachers, and guests to deeply engage with Frozen the Broadway Musical. Choose a section to explore the production's background and journey from page to stage. Teachers, be sure to check out the accompanying lesson plans available in certain sections!



# Disney's Frozen: Vocabulary

This section defines and offers context for some of the key terms used throughout the script of Disney's Frozen: The Musical.

**Arendelle:** A fictional Norwegian-inspired kingdom, and the birthplace of Anna and Elsa.

**Coronation:** A ceremony that marks the formal investiture of a monarch with regal power.

**Dubious:** Not to be relied upon or suspect.

**Duke:** A sovereign male ruler of a continental European duchy.

**Dysfunctional:** Not functioning properly.

**Fjord:** A long, narrow inlet of water that extends far inland and is created by glaciers.

**Fondue:** A dish of melted cheese and other ingredients served in a pot and eaten by dipping bread or other foods into it.

**Fractal:** A geometric shape containing detailed structure at arbitrarily small scales.

**Heir:** The person who will take over the throne after the current monarch passes away.

**Hidden Folk of the Mountain:** Supernatural beings from Norse mythology that live in the rocks, hills, and lava fields of Iceland.

**Hüldra:** a Scandinavian word that refers to a seductive forest creature with an animal's tail and a hollowed-out tree back.

**Na Na Na Heia Na:** The opening lyrics in the show inspired by the traditional Sámi form of song called a joik.

**Northhuldra:** A fictional Indigenous group, who live within the Enchanted Forest, north of Arendelle, and are known as the "people of the sun". The Northhuldra people are inspired and based on the Sámi.

**Pantomime:** A type of musical comedy stage production designed for family entertainment.

**Pageantry:** An elaborate display or ceremony.

**Sorcery:** The use of magic, especially black magic.

**Southern Isles:** an unseen fictional Kingdom presumably located somewhere near or within the region of Denmark.

**Tempest:** A violent, windy storm.

**Weselton:** A fictional location considered to be south of the Southern Isles and further south from Arendelle and positioned in Denmark.





# Disney's Frozen: Writing

*Frozen* is based off a fairy tale called *The Snow Queen* by Hans Christian Andersen. It was first published in 1844, making it almost 200 years old! Every fairy tale needs **people** (characters), a setting where the story takes **place**, a **problem** to solve, a **plot** to follow, and a **peaceful** ending. Using these tools, you can create your own fairy tale and tell your story. Who knows, maybe someone will put *your* story onstage about 200 years from now!

**Step One:** Start by choosing your **people** and where your story takes **place**. Here are some options that you might find in a fairy tale:

People	Place
Trolls	A castle
Fairies	An enchanted forest
Witches/Wizards	A cave
Giants	A mountain
Royals (Kings, Queens, etc.)	A hut in the woods

**Step Two:** Brainstorm some **problems** the people could have, a **plot** to solve the problem, and a **peaceful** ending. Circle which ones you'd like to include in your story.

## Problem ideas:

1. \_\_\_\_\_

2. \_\_\_\_\_

## Plot ideas:

1. \_\_\_\_\_

2. \_\_\_\_\_

## Peaceful ending ideas:

1. \_\_\_\_\_

2. \_\_\_\_\_

# Disney's Frozen: Writing continued

Follow the sentence structure below to create a story of your very own:

1. Introduce your people and place.
2. Tell us what the problem is.
3. What is the first thing the people do to solve the problem?
4. What is the second thing the people do to solve the problem?
5. How does your story end peacefully?

**Title:** \_\_\_\_\_

**1) Once upon a time,**

---

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**2) There was just one problem...**

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**3) First,**

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**4) Then,**

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**5) Finally,**

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**The End!**

# HEY TEACHER...TRY TABLEAU

Students can create a TABLEAU to retell a story or summarize a key event. For example, after reading a book or a historical event, students can work in groups to create a frozen scene that represents an important moment. This helps students grasp key plot points, character emotions, and overall themes, while also practicing critical thinking, problem solving and summarization skills.

## Introduction to Tableau-Creating Images

### With students standing in a circle, introduce Tableau

• A Tableau is a STILL IMAGE or PICTURE demonstrating an idea, person, or thing. It is as if a moment of action from a play, show or musical is frozen.

- Tableaus are SILENT
- Tableaus are strong when they use DIFFERENT LEVELS.



### Practice Multiple Levels

- Tell students to think about if there are levels between 1 and 10

1 is as low as you could possibly go,

10 is as high as you could go without jumping

5 is you standing still at normal height

Let's practice showing different levels. The teacher will call out different levels (1-10) and have students demonstrate those levels.

### Now let's practice Tableau

- Instruct students to practice individual still images by creating an image/picture of the prompt BY THEMSELVES of the following (provide one at a time) while they try to use different levels.

**Count 1-2-3 Freeze and then Relax in between each as the students create their Tableau.**

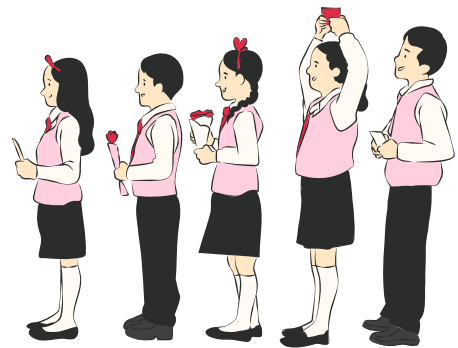
- How they are today
- A tree feeling
- A frog on a lily pad

### Tableau in GROUPS

- Have them find a partner or a group (teacher's choice)

Their job is to create TOGETHER AND WITHOUT TALKING a Fountain.

- Have student groups share their images with the rest of the class.



### TEACHER'S NOTE:

Here are a few key reasons why tableau is particularly helpful for students:

1. **Collaborative Learning:** It promotes teamwork. Students work together to create a scene, which helps them learn about collaboration, communication, and understanding different perspectives.


2. **Engagement and Focus:** Tableau keeps students engaged by giving them an active role in the learning process. Rather than passively watching, they are physically involved, which can help with focus and retention of the material.

3. **Simplifies Complex Ideas:** For students, breaking down a story into key moments and actions (via tableau) makes it easier to understand complex ideas, emotions, or historical events, especially when the abstract nature of the story might be difficult to grasp.

# HEY TEACHER...TRY TABLEAU

In groups, have students try the following scenes as a Tableau:

- Young sisters Elsa and Anna thrive amid warmth and love in Arendelle. One night while playing, Elsa accidentally strikes Anna with her magic.
- Years later, Elsa is crowned Queen. When Anna and the visiting Prince Hans suddenly become engaged, Elsa panics and unleashes a blast of ice.
- Arendelle's reaction to Elsa fleeing and triggering an eternal winter.



Hey Teacher...try this... As a class, create a list of all the characters that might be a part of this moment. Invite one student to join the tableau at a time, filling out the setting with as many characters as possible.

# Disney's Frozen: Do you want to build a snowman?

Directions: Create your own Olaf by cutting out all of the pieces below and posing them however you'd like on a new piece of paper. Decorate the background with a snow scene.

**There is no right or wrong way to build a snowman!**



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# Disney's Frozen SEL

In FROZEN, both Elsa and Anna commit true acts of love for one another. In the heart below, draw or write acts of love or friendship that you've done or shared with others in your life or that others have done for you that have made a big impact on your life.



# Theater Vocabulary: From Script to Spotlight

- Play:** A story told live on stage by actors in front of a live audience.
- Musical:** A story told live on stage by actors in front of a live audience that also involves singing and dancing.
- Genre:** The style of a play.
- Plot:** The timeline of actions in the story from beginning to end.
- Setting:** Where a story takes place.
- Characters:** Who the story is about.
- Conflict:** A problem that the characters in the story have to face and overcome. A conflict arises when a character wants something but something else gets in their way.
- Objective:** What a character wants to achieve or solve in the story. In other words, a character's goal.
- Protagonist:** The story's **hero**. This is the character who is out to accomplish a goal or find purpose.
- Antagonist:** The story's **villain**. This character is usually against what the protagonist(s) needs to accomplish their objective or goal.
- Dialogue:** a conversation between two or more people in a play or musical.
- Moment Before:** an acting term that encourages actors to consider what is going on in their character's life just before the present moment.
- Blocking:** Movement the director give to the actors to show them where to go on the stage
- Choreography:** A sequence of dance moves assigned to a dancer in a musical number (song) that are used to help tell the story.
- Cue:** In theater, a cue signals when another action should begin. Ex: The actor's cue to enter the stage might be after they hear the thunder sound effect.
- Make-Up:** Artistically designed cosmetics to enhance an actor's portrayal of a character.
- Playwright:** The writer or writers of the play. Playwrights write the dialogue between characters in a play.
- Composer:** The artist who writes music for a musical.
- Lyricist:** the artist who writes words to the music in a musical.
- Actor:** the artist who embodies or puts themselves "in the shoes of" a character or characters in a play or musical to tell that character's story to the audience.
- Audience:** a group of people who attend a live event like a theatre performances to watch, listen, and respond to the event on stage.
- Director:** the artist who works with the writers, actors, and designers to tell a clear story on stage for the audience.
- Stage Manager:** The artist who manages the onstage and backstage areas before, during, and after a performance.
- Costume Design:** A costumer designer chooses and creates the articles of clothing that characters wear on stage to help tell the audience who the characters.
- Sound Designer:** an artist that creates the mood or atmosphere of the play through the use of sound, sound effects, and music in a play or musical.
- Props:** Objects used by a character on stage to help tell the story. Ex: A character may use a prop like an umbrella on stage if it is raining in that scene of the play.

# Student to Family Cooperative Activity Ideas:

- Discuss Frozen: Sit down with your family and have a conversation about the performance. Ask your child to share impressions, thoughts, and emotions. Discuss the elements that stood out, such as the performances, dance, or the storytelling.
- Create a home theater space: Dedicate a specific area in your home as a temporary theater space. It can be anywhere with a little bit of space to "put on a show". Create a cozy ambiance with lighting and comfortable seating.
- Family jam session: Write a song with your family. You can start a family band, or simply work on a song together as a team or unit. Share some of your favorite genres with your family (jazz/funk/hip-hop...and see who you have them in common with).
- Create a Playlist: Collaborate on creating a playlist featuring songs from the concert as well as favorites from everyone in the family. This can be a fun way to learn about music through the decades.
- Create tickets and programs: Design and print them at home or even hand made. Deliver the tickets to family members, and the programs can include information about the performance, cast, and crew. This adds a touch of authenticity and excitement.
- **Remember, the goal is to create memorable and immersive experiences. Adapt these ideas based on your family's preferences and the resources available to you.**

## Additional Activity Ideas:

- Attend workshops or classes: Look for theater workshops or classes that interest you and your child. Participating in these educational opportunities can help your kids develop their skills, gain confidence, and connect with others who share their interest in the performing arts.
- Encourage your kids to create their own journals or scrapbooks to document their childhood memories. Take the opportunity to share your childhood stories as you help them with their own projects. You can even contribute by adding some of your own stories or mementos to their journals.
- What was your favorite song, band or genre growing up? Play a few songs for your child/children and let them play a few of their favorites for you!
- Volunteer or participate in theater activities: If your kids have developed a keen interest in theater, encourage them to get involved in local theater groups or school productions. Volunteer backstage, audition for roles, or assist with set design and costumes. This hands-on experience allows us to gain practical knowledge and further nurture a passion for the performing arts, and the whole family can volunteer with the show!



# My Theater Review

I saw: \_\_\_\_\_

Reviewed by: \_\_\_\_\_

This play/musical was about...

Here's a drawing of  
my favorite character:

It made me feel:

I learned:

I gave this play/musical .... stars.



**We'd love to hear from you! If you'd like to submit this review,  
please send to [jenriquez@browardcenter.org](mailto:jenriquez@browardcenter.org)**