

# STUDY GUIDE



## Plot Summary

When an overworked mother and her teenage daughter magically swap bodies, they have just one day to put things right again. *Freaky Friday*, a new musical based on the celebrated novel by Mary Rodgers and the hit Disney films, is a heartfelt, comedic, and unexpectedly emotional update on an American classic. By spending a day in each other's shoes, Katherine and Ellie come to appreciate one another's struggles, learn self-acceptance, and realize the immeasurable love and mutual respect that bond a mother and daughter.

## Before you go

1. Ask students if they have ever seen the movie or read the book. If so, what do they remember about it? Explain that this performance is a theatrical adaptation that takes the best parts of the movie/book, puts them onstage using costumes, scenery, lighting, music and dance to make it an amazing live play.
2. Review critical vocabulary with the students.
3. Encourage students to pay close attention to the costumes, lighting, props, scenery, and sound (particularly the musical numbers) to see how those elements support the production.
4. Remind them that appropriate audience etiquette (listen carefully, no talking, applaud at the end, laughing if something is funny is okay but not too loudly so you don't miss any dialogue).

## Florida Curriculum Standards – Grade 7

LAFS.7.RI.3.7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	TH.68.C.1.2	Develop a character analysis to support artistic portrayal.
LAFS.7.RL.1.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	TH.68.C.1.4	Create and present a design, production concept, or performance and defend artistic choices.
LAFS.7.SL.2.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	TH.68.C.3.2	Compare a film version of a story to its original play form.
LAFS.7.W.1.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	MU.68.O.1.1	Compare performances of a musical work to identify artistic choices made by performers.
LAFS.68.RH.1.3	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	DA.68.C.3.1	Analyze an artist’s work, using selected criteria, and describe its effectiveness in communicating meaning and specific intent
		DA.68.F.2.1	Explain the roles of dance production personnel.
		VA.68.F.2.2	Identify careers in support industries related to the art-making process, industrial design, digital media, and/or graphic design.
		VA.68.H.1.2	Identify suitable audience behavior needed to view or experience artworks found in school, art exhibits, museums, and/or community cultural venues.

Academic Vocabulary	Arts Vocabulary – Questions to consider
Empathy	<p><b>Adaptation</b> – Compare this production to the movie/book on which it is based. What surprised you – pleased you – disappointed you and why?</p> <p><b>Characterization</b> – What clues can you find in the script/story that inform the actors’ choices in the development of their character? How do the various characters demonstrate their motivations (e.g. costumes, gestures, comments, body language...)</p> <p><b>Critique</b> – Write a review of the performance - include specific examples of successful elements and areas that could use an upgrade. Think about music, lighting, scenery, costumes, props as well as the actors’ performances.</p> <p><b>Production Design</b> – The production team includes the director, designers (lighting, sound, scenery, costumes, props), musical director, stage management, and technical director. Choose one of those roles and imagine that you are responsible for the show. What different choices would you make?</p>
Fairytale	
Perspective	
Pop-rock Music	

## After the Show

**Create Your Own Version** – Imagine swapping places with your parent - Create the opening song (and add choreography) that reveals the theme/conflict and brings the new story to life. Find a partner – share your work – give each other feedback and revise as necessary.

**Fairytale Ending** – Does your own version have a happy ending? If not, what can you communicate through your version (e.g. they don’t live happily ever after but we’ve learned to respect ...)

**Create Your Own Costume Design** – Create sketches in the cells below for your own version of swapped characters. Make notes below that help explain your choices.
