

# FROZEN PICTURES

**Subject:** English, Drama and Performing Arts

**Key question:** How can a point in the plot be examined from different viewpoints and how can an ensemble convey this to the audience?

**Objectives:** Students will...

- Be introduced to the moment the story really starts and the rising action of Frozen.
- Explore how the theme of love in Frozen manifests as joy or fear.
- Understand theatrical vocabulary including tableau, action, and reaction.
- Use facial expression and physicality to tell a story in frozen pictures.
- Work as an ensemble to devise a scene
- Write a journal entry from the perspective of a character in the story or director's notes if in drama.

## Introduction

In *Frozen*, 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* 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 picture that tells a story), prompt the Anna group to show "Do you want to build a snowman?" and the Elsa group to show "To protect you, I must be left alone!".

Facilitate a brief discussion about how each group could achieve their goal, then physically represent a few of the ideas using tableaux. For each action presented by one group, invite the other group to show their reaction. You might extend this by asking volunteers to add dialogue which explores the motivation behind these opposing points of view 'I'm scared I'll hurt you' vs 'Can we be friends'? 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 flees, triggering 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.

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(CTD.)

## Reflection: Journal Entry

Start on a practical note, ask the students to do some **Thought Tracking** before they start the writing activity. Ask each student to step out of the Frozen tableau to address the audience about how their character is feeling, perhaps explaining what they are thinking. Everyone must speak in first person as it is their character's thoughts.

In English, in role as the character they portrayed in the tableau, have students write a letter to a family member about what occurred at Queen Elsa's coronation. Ensure your students use language appropriate to the chosen characters. Having students justify their choices might embed the characterisation a little more. If in drama, challenge students to write director notes on how you would direct the scene to ensure the audience understands the action.



## 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 warm up 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 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.

**HOMESCHOOL:** If you are working with a homeschool student, have your student alternate between perspectives in the warmup, noticing the differences in physicality between characters. In the main activity, have your student choose a character to perform the sequence of tableaux as you read the prompts aloud. Repeat the activity from a different perspective. Then, have your student work in role as director to discuss the placement onstage for each character in the plot point.

# ENGLAND

# UK CURRICULUM LINKS

	KEY STAGE 2	KEY STAGE 3
<b>ENGLISH</b> Spoken Language	Participate in discussions, presentations, performances, role play, improvisations and debates	Using English confidently in a range of formal and informal contexts, including classroom discussion
	Listen and respond appropriately to adults and their peers	Improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact
<b>ENGLISH</b> Writing	Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own	Writing stories, scripts, poetry and other imaginative writing
	In narratives describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action	Consider how their writing reflects the audience and purpose for which it was intended



# WALES

	KEY STAGE 2	KEY STAGE 3
<b>ENGLISH</b> Oracy	Communicate for a range of purposes	Communicate for a range of purposes
	Speak and listen individually, in pairs, in groups and as members of a class	Speak and listen individually, in pairs, in groups and as members of a class
	Use a variety of methods to present ideas, including ICT, dramatic approaches, discussion and debate	Use a variety of methods to present ideas, including ICT, dramatic approaches, discussion and debate
	Listen and view attentively, responding to a wide range of communication	Listen and view attentively, responding to a wide range of communication
<b>ENGLISH</b> Writing	Write for a variety of purposes	Write for a variety of purposes
	Write for a range of authentic audiences, real or imagined	Write for a range of authentic audiences, real or imagined



# NORTHERN IRELAND

	KEY STAGE 2		KEY STAGE 3
<b>DRAMA</b>	Develop a range of drama strategies including freeze frame, tableau, hot seating, thought tracking and conscience	Drama	Devise scripts and use drama forms and strategies effectively to explore and present ideas
	Develop dramatic skills appropriate to audience, context, purpose and task by exploring voice, movement, gesture and facial expression through basic exploration of a specific role		Adopt a role
<b>LANGUAGE AND LITERACY</b> Talking and Listening	Participate in group and class discussions for a variety of curricular purposes	Language and Literacy	Writing and presenting in different media for different audiences and purposes
	Know, understand and use the conventions of group discussion		Participating in a range of drama activities
	Prepare and give short oral presentation to a familiar group		Develop an understanding of different forms, genres and methods of communications and an understanding of how meaning is created
<b>LANGUAGE AND LITERACY</b> Writing	Write for a variety of purposes and audiences, selecting, planning and using appropriate style and form		Talking to include debate, role-play, interviews, presentations and group discussions



# SCOTLAND

	SECOND	THIRD
<b>EXPRESSIVE ARTS</b> Drama	I have created and presented scripted or improvised drama, beginning to take account of audience and atmosphere	Having developed ideas from a range of stimuli, I can contribute to devising, rehearsing and presenting drama or scripts
	I can create, adapt and sustain different roles, experimenting with movement, expression and voice and using theatre arts technology	I can create, develop and sustain a realistic or stylised character through the use of voice, movement and language
<b>EXPRESSIVE ARTS</b> Participation	I have experienced the energy and excitement of presenting/performing for audiences and being part of an audience for other people's presentations/performances.	I have experienced the energy and excitement of being part of an audience for other people's presentations/performances.
<b>LITERACY AND ENGLISH</b> Listening and Talking	When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking	When I engage with others, I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion
	I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience	I can independently select ideas and relevant information for different purposes, organise essential information or ideas and any supporting detail in a logical order, and use suitable vocabulary to communicate effectively with my audience
<b>LITERACY AND ENGLISH</b> Writing	Having explored the elements which writers use in different genres, I can use what I learn to create stories, poems and plays with an interesting and appropriate structure, interesting characters and/or settings which come to life	Having explored the elements which writers use, I can create texts in different genres

