

FROM SCREEN TO STAGE

Subject: English, Drama, Performing Arts

Key Question: How can source material be adapted for the stage?

Objectives: Students will...

- Explore storytelling conventions of animation and live theatre.
- Work as a class and in pairs.
- Analyse text and think creatively to adapt a scene from the animated feature film *Frozen* for the stage.
- Explore how artistic tools such as body, voice, costumes, props, scenery and lighting can be used to convey meaning.

Introduction

Frozen began as an animated feature film before it was adapted into a musical. The creators of the 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

Facilitate a brief discussion on how a snowstorm might 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. Make a note of adjectives or emotions and feelings that this evokes. In pairs, challenge the group to create a still image or tableau that embodies these words or phrases.

Join the tableaux to create an ensemble image. Can it move?

Main Activity: Adapting a Scene

In the process of adapting *Frozen* for the stage, the creative team had the opportunity to theatricalise Elsa's ice powers to be performed live. Discuss a list of artistic tools in the theatre (e.g. body, voice, costumes, props, scenery, lighting). Discuss how each of these tools might be used to create ice powers live on stage. Encourage creative solutions that feel plausible, even if improbable. You may want to prompt students (particularly if they have no prior knowledge) that this would include depicting Elsa creating a palace out of ice, a magical ice staircase and a giant snow monster.

Distribute the "Ice Strike" excerpt from the *Frozen* film screenplay and choose three students to read aloud. 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 actions, which are in stage directions. Lead a discussion about how animators realised 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 theatre to realise this moment in the story.

Working in pairs, challenge students to write a version of the scene for the stage. Encourage the students to think about when this scene is in the storyline and what function it plays in moving the plot forward. Would the students re-write this moment to convey the plot in a way that's more appropriate for the stage? Encourage the inclusion of artistic tools and creative solutions that were discussed 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?

Which artistic tools were you able to utilise most effectively?

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 (e.g. writer, 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 discussed for ice powers. Have students write a sentence about their adaptation of ice powers for the stage, utilising the vocabulary discussed as a class.

HOMESCHOOL: If you are working with a homeschool student, reference video excerpts from the animated feature and focus on the role of the writer. Choose an action sequence and challenge your student to write active stage directions to convey the plot point in live performance.

“ICE STRIKE” EXCERPT

“ICE STRIKE” Excerpt: Screenplay p. 4

(Anna fearlessly jumps off 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.)

ENGLAND

UK CURRICULUM LINKS

	KEY STAGE 2	KEY STAGE 3
ENGLISH 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
ENGLISH 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
ENGLISH Reading	Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	Understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play



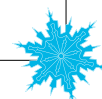
WALES

	KEY STAGE 2	KEY STAGE 3
ENGLISH 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
ENGLISH 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
ENGLISH Reading	Read extracts and complete texts	Response and Analysis: Consider how texts are adapted for different media, analysing the purpose and intended effect on the reader/audience
	Response and Analysis: begin to comment on how texts change when they are adapted for different media and audiences	



NORTHERN IRELAND

	KEY STAGE 2		KEY STAGE 3
DRAMA	Develop a range of drama strategies including freeze frame, tableau, hot seating, thought tracking and conscience	Language and Literacy	Writing and presenting in different media for different audiences and purposes
			Participating in a range of drama activities
LANGUAGE AND LITERACY Talking and Listening	Participate in group and class discussions for a variety of curricular purposes		Develop an understanding of different forms, genres and methods of communications and an understanding of how meaning is created
	Know, understand and use the conventions of group discussion		Talking to include debate, role-play, interviews, presentations and group discussions
	Prepare and give short oral presentation to a familiar group	Drama	Devise scripts and use drama forms and strategies effectively to explore and present ideas
LANGUAGE AND LITERACY Writing	Write for a variety of purposes and audiences, selecting, planning and using appropriate style and form		
LANGUAGE AND LITERACY Reading	Read, explore, understand and make use of a wide range of texts		



SCOTLAND

	SECOND	THIRD
EXPRESSIVE ARTS 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
LITERACY AND ENGLISH 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
LITERACY AND ENGLISH Reading	Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression.	Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression.
LITERACY AND ENGLISH 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

