

LITTLE BIT OF YOU, LITTLE BIT OF ME

Subject: Arts, PSHE, English.

Goal: to explore how to make art collaboratively and how to bring it to life on stage.

Objectives: Students will...

- Successfully collaborate with a partner or small team
- Design a fictional character that represents their personal qualities.
- Create a theatrical design for a character, taking into consideration artistic tools and practical implications of designing for theatre.

Materials:

- Paper
- Markers
- “A Little Bit of You” music track from *Frozen*
- Music playing device
- “Costume Design Template” handout

Introduction

In *Frozen*, sisters Anna and Elsa work together to create Olaf, a friendly snowman and playmate, who embodies qualities of each sister. Collaborating in pairs, students will explore how two people can create art together using qualities and ideas from each other.

Warm Up

Divide students into pairs and provide each pair with one piece of paper and two markers. Instruct students to determine who is partner A and who is partner B. Then, explain that they will silently improvise a drawing together. Partner A will begin by making a mark on the page. When A lifts the marker, B will make a mark. They will trade on and off until they feel the piece is finished. At which time, whichever partner has the next turn will begin naming the piece of art. Again, the partners will trade off writing a letter until the name is complete. Then, allow students to walk around and see one another’s artwork.

Main Activity:

Play the first 60 seconds of ‘A Little Bit of You’ from *Frozen: The Broadway Musical* (Original Broadway Cast Recording). Ask students to consider what they heard and share how they think Olaf represents both Anna and Elsa. What qualities did each sister imbue him with? How is this represented in his design?

Next, ask each student to write down characteristics of their own personality. You may want to discuss the difference between their personal qualities and things they like to do.

Continuing with the partner from the warm-up, invite students to create their own fantastical character that, like Olaf, should embody characteristics from each partner. Encourage students to begin by considering something they both like as a starting point (e.g. a tennis ball if they both enjoy playing tennis) and then add features that represent each of them separately. Provide paper for them to sketch their idea on, offering guidance and encouragement as needed.

After allowing some time for students to deliberate, challenge them to find a way to bring their creature to life onstage. Facilitate a brief discussion for how they might bring Olaf to life onstage (an actor in a costume, a puppet, etc.). Instruct students to decide how their character will manifest onstage. Prompt the students to think about the colour, size and patterns of a costume, would they have props? If time allows, have students share their character and its design with the class.

Note: you may want to show examples of how characters are brought to life on stage
FrozenTheMusical.co.uk/enrichment or www.lionkingeducation.co.uk

Reflection

Facilitate a brief discussion using the following prompts:

- How did you and your partner’s qualities manifest in the character you created?
- How did you determine whether your character would be costumed or a puppet?
- What considerations do you think directors and designers have when making such decisions?

Variations:

OLDER: If you are working with older students, challenge the pairs to write a design concept statement for the reflection. Consider extending the lesson over several class periods and allow students to bring their design to life using a variety of materials: fabric for costumes, paper and rods for puppets, etc.

YOUNGER: you are working with younger students, provide time limits in the warm up for each partner to draw, and announce transitions. In the main activity, create one creature together as a full class on a large piece of paper or your board.

HOMESCHOOL: If you are working with a homeschool student, invite a family member or friend to participate, or participate yourself as a partner in the lesson. Alternatively, have your student choose two friends or family members in their life, and create an original creature with them in mind.

ENGLAND

UK CURRICULUM LINKS

	KEY STAGE 2	KEY STAGE 3
ART	Produce creative work, exploring their ideas and recording their experiences	To use a range of techniques to record their observations in sketch books, journals and other media as a basis for exploring their ideas
		To use a range of techniques and media, including painting
PSHE Health and Wellbeing	About personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)	How we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing
	To recognise their individuality and personal qualities	
ENGLISH Spoken Language	Listen and respond appropriately to adults and their peers	Using English confidently in a range of formal and informal contexts, including classroom discussion



WALES

	KEY STAGE 2	KEY STAGE 3
ART	Pupils should be stimulated and inspired, where appropriate, by ideas	Pupils should be stimulated and inspired, where appropriate, by ideas
	Design and make: two-dimensional images	Design and make images and artefacts using a variety of materials, processes and ideas
PERSONAL AND SOCIAL EDUCATION	Explore their personal values	Develop an insight into their values
ENGLISH Oracy	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



NORTHERN IRELAND

	KEY STAGE 2		KEY STAGE 3
THE ARTS Art and Design	Visualise experiences of the real world and imaginative worlds when talking about memories, reminiscences, fiction, fantasies and dreams	The Arts – Art and Design	Express themselves through Art and Design
	Take individual thoughts and ideas as the inspiration for visual work		Work with other pupils to produce a creative response to group expressions of identity
			Developing creative thinking skills and personal creative outcomes through investigating, realising, designing and making
PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING	Identifying their current strengths and weaknesses		Develop an understanding of different forms, genres and methods of communications and an understanding of how meaning is created
LANGUAGE AND LITERACY Talking and Listening	Write for a variety of purposes and audiences, selecting, planning and using appropriate style and form	Learning for Life and work – Personal Development	Explore and express a sense of self



SCOTLAND

	SECOND	THIRD
EXPRESSIVE ARTS Drama	Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design	While working through a design process in response to a design brief, I can develop and communicate imaginative design solutions
		I can use and combine the visual elements and concepts to convey ideas, thoughts and feelings in expressive and design work
HEALTH AND WELLBEING	I recognise that each individual has a unique blend of abilities and needs	I recognise that each individual has a unique blend of abilities and needs
LITERACY AND ENGLISH Listening and Talking	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

