

BEAUTY AND THE BEAST



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Dear Educator,

As an organization that values the arts and education, we have created this Study Guide as a helpful resource.

Our Study Guides are designed to be a valuable tool for teachers in two ways: helping you to prepare your students before the show, and enriching and extending their experience after.

Our goal is to serve principals, teachers and students in their pursuit of Illinois State Standards and to integrate the arts with your core curricular subjects.

Curriculum Connections:

Literature Based, Music & Dance,
Bravery, Relationships and Family

Visit us at www.absproductions.com

Pre-Performance Questions

1. **How many of you have experienced a live theater performance? What performance did you see?**

2. **What are some of the differences between going to the theater and watching television or going to a movie?**

- Theater features live on-stage actors. They have spent many weeks rehearsing for the performance.
- The audience is a very important part of the performance. Appreciation and enthusiasm for the performers is shown by close attention and participation and applause at the proper times.
- The theater is a very special place. Its atmosphere is entirely different from your home where the television is always available.
- It is easy to identify with live actors. You can see how they use their bodies and voices to convey different emotions.
- Actors wear clothing and make-up to help create the different characters they play.
- There is much more to most live performances than actors. Special sets, lighting, music, costumes, and of course, the audience add to the total experience.

3. **Introduce your students to the following theatrical terms:**

Play • Acts & Scenes • Producer • Program • Spotlights

Costumes • Props • Director • Stage • Curtain Call • Stagehand • Lobby • Usher

Musical Theater • Orchestra Pit • Proscenium Arch • Playwright • Scenery • Makeup • Actor

4. **Discuss the role of the audience and proper theater etiquette.**

- Arrive on time so that you do not miss anything, and so that you will not disturb the audience.
- It is easier for you (and the rest of the audience) to see and hear the performance if you stay in your seat and listen very carefully.
- In long performances, there will be an intermission. There is no intermission in our production. Each AlphaBet Soup Production runs approximately one hour in length.
- Sing or participate **if** and **only if** you are invited to do so. Your participation is often very important.
- Listen to how the music sets the mood and affects your own feelings.
- Show the cast and crew your appreciation for their hard work with applause. Do this when you like a song or dance or joke, and of course at the end of the show!
- Most importantly... **have fun!**

About *Beauty and the Beast*

History:

- *Beauty and the Beast* is a fairy tale written by French novelist Gabrielle-Suzanne Barbot de Villeneuve and published in 1740
- It soon became adapted and published in 1889 by Andrew Lang in the *Blue Fairy Book* series, in which this produced the version most commonly told
- This story has been adapted into countless different books, movies, cartoons, plays and musicals throughout the years



Our Show:

An original adaptation of the beloved fairy tale! Our story follows a courageous girl named Bella as she sets off to save her father from the Beast's castle. With the help of some enchanted characters, Bella and the Beast learn that true beauty comes from within. Throughout this magical musical we are reminded that beauty is more than skin deep.



Characters:

- Bella (Beauty)
- Betty (Her Beautiful yet Selfish Sister)
- Prince/Beast
- Elvirus the Enchantress
- Papa
- Armory (A Knight)
- Marie (An Enchanted Painting)
- Louie (An Enchanted Painting)
- Worm (A Dog)

Post-Performance Questions

1. MUSIC

- Was music used in the performance? Was it live or recorded? How could you tell? When was the music used? Why? Did it help develop the plot? What types of music was used, or was different types used?
- Can you describe how different kinds of music would make you have different kinds of feelings?
- When a play is a musical, an actor must have additional skills. Can you name some?
- A musical costs much more to produce. Can you name some additional expenses? (i.e. orchestra members and director, a practice piano, a choreographer, etc.)

2. SETS

- Describe the sets used in the play you just saw. What props or details were used to suggest specific times or settings? How could lighting be changed to create a mood, season, time of day, etc.? What materials might have been used in building the sets? How were the sets and props moved on and off the stage? Describe a simple scene (a day in school, a trip to the mall, a ride in the car or on the bus), ask students to describe a basic set for the scene.

3. COSTUMES

- What would you need to know to create costumes for a play (Historical research, sewing, theatrical effects, etc.)?
- Why is the right costume important to the character in the play?

4. DANCE

- Describe the kind of dancing, if any, in the play. How is it different from the kinds of dancing that the class might know? What purposes could dance have in a play?

5. PRODUCTION

- Make a list of all the personnel needed for a play. (director, actors, musicians, author, designers-set, costumes, lights & sound, stagehands, choreographer, producer, etc.)

Art & Writing Activity

Draw a picture of your favorite part of the show. Describe what is happening in your picture below.



Your Review of *Beauty and the Beast*!

Often, plays and musicals will get reviewed by a critic. Now it's your turn! Write a review of *Beauty and the Beast*. Who was your favorite character? What did you like or dislike about the costumes or scenery? Did you like the songs? What was your favorite part?

25
cents

The form is designed for a student to write a review. At the top, there is a decorative ribbon graphic. To the right of the ribbon is a circular stamp that says "25 cents". Below the ribbon is a large, empty rectangular box, likely intended for the student to write the title of their review. The main body of the form is divided into two vertical columns. The left column contains a large empty box at the top, followed by a smaller empty box, and then several horizontal lines for writing. The right column contains several horizontal lines for writing, followed by a section labeled "ABOUT THE AUTHOR" in all caps, and a small empty box below it for the author's name.

Be an Actor

Activity

Actors have to be good at remembering – remembering their lines and remembering their moves. They also have to be able to change the way they talk and move to play different roles – with lots of people watching too! Some of our actors in our show have to play multiple different parts! Actors must also be good at speaking and singing clearly so that the audience can always hear what they are saying – otherwise they won't be able to follow the story!

- **Choose a character** from *Beauty and the Beast* and make a list of words to describe them.
 - How do they talk? How do they walk?
 - Are they young or old?
 - Are they a human or an animal?
 - Are they smart? Silly? Friendly? Grumpy?
- **Try walking around the room** as each of these character types. How does playing a character make you walk differently? Now give them a voice – how do they talk?
- **Improvise** little scenes with each other, then see if you can swap characters and play the scenes again. How does it change?

Which character do you find it easier to be?

Thinking of Themes

Advanced Activity

Objective:

Using *Beauty and the Beast*, students become familiar with recognizing themes in a story.

Materials: *Beauty and the Beast* book (original story)

Vocabulary: Theme, Plot, Characters, Setting

Lesson:

Discuss the meaning of theme?

A theme is an underlying message meaningfully created and connected to the story's plot, characters, and setting.

Ask students to take five minutes to think about the theme of the story in *Beauty and the Beast*.

Think about what message the author was trying to send to the reader. Students can then share their opinions about the theme(s) of *Beauty and the Beast*. Themes will vary from student to student. Point out that sometimes a book is read for the first time and the reader forms an idea of the initial theme. Later, the same book is read again and a different theme emerges depending on the maturity of the reader.

Ask students to choose a particular theme and draw a picture of the scene in which the theme is best articulated to the reader.

Next, students should write a summary explaining the theme, how it is exemplified in the story, and what is drawn on the picture. Ask students to share their summaries and illustrations with the class.