

# *Study Guide*



*April 8 – May 2, 2006*



**Dutch Apple Dinner Theatre**  
510 Centerville Road  
Lancaster, PA 17601  
717-898-1900  
[dutchapple.com](http://dutchapple.com)

## **MUSICAL THEATRE STAFF**

**The Story Tellers** are responsible to read, research and then write the dialogue and lyrics to tell the story.

**The Director** is responsible to read the script and then interpret the story using the talents of actors, designers and technicians.

**The Musical Director** is responsible to read the script and study the music and teach it to the actors.

**The Choreographer** is responsible to work closely with the director to determine what dance steps should be used to tell the story in each scene and then teach the actor/dancers.

**The Orchestra Arranger** is responsible to work with the writer to determine what musical orchestra sounds will be needed to tell the story and then write the music.

**The Set Designer** is responsible to work closely with the Director to determine the different “looks” that will be used in each scene to tell the story.

**The Costume Designer** is responsible to work closely with the director to determine the costumes (clothing) that each performer will wear that will help to tell more about each character in the story.

**The Properties Designer** is responsible to work closely with the Director and the Set Designer to determine what items each Actor will use in each scene (such as scrolls, books, cups, paint brushes, etc.) that will help to tell the story.

**The Hair and Makeup Designer** is responsible to work with the Director and the Actors to determine how each character will look in each scene to tell the story.

**The Lighting Designer** is responsible to work with the Director and Set Designer to determine what the lights will look like in each scene to set the “mood” and further tell the story.

**The Actors** are responsible, working with the Director, to tell the story through their voices, their facial expressions, their dancing and their body movements.

## **THEATRE VOCABULARY TERMS**

Match up the terms with the correct description.

<b>House</b>	The part of the stage that sticks out past the curtain line, closest to the audience.
<b>The Pit</b>	The area above the stage where scenery is rigged and hung.
<b>Proscenium</b>	The entrance to the theatre used by actors and technicians which leads directly backstage.
<b>Apron</b>	The lowered area in front of the stage where the orchestra musicians play.
<b>Wings</b>	The “control room” where the sound and lighting operator runs the show.
<b>The Booth</b>	The area above the stage where all the lights are suspended.
<b>Stage Door</b>	The arch that separates the “house” from the stage.
<b>The Flies</b>	The area of the theatre where the audience sits.
<b>The Grid</b>	The area on either side stage of the stage where actors wait for their cues.

## **ABOUT THE BROTHERS GRIMM**

- **Born:** 4 January 1785 (Jacob) and 24 February 1786 (Wilhelm)
- **Birthplace:** Hanau, Germany
- **Died:** 20 September 1863 (Jacob) and 16 December 1859 (Wilhelm)
- **Best Known As:** Authors of *Grimm's Fairy Tales*

The German brothers Wilhelm and Jacob Grimm spent years collecting and researching folk tales early in the 19th century. In 1812 they published *Children's and Household Tales*, a collection which became known as "Grimm's Fairy Tales." The collection included what are now some of the world's most famous stories, including *Cinderella*, *Hansel and Gretel*, *Rapunzel* and *Rumpelstiltskin*. Wilhelm married in 1825, but Jacob never wed and for most of his life lived in his brother's home. The brothers also began a German historical dictionary, the enormous *Deutsches Wörterbuch*, which ran to 16 volumes when it was finally completed by others in 1954.

*The Brothers Grimm*, a fictional thriller based (very) loosely on the brothers, was released in 2005. The film starred Matt Damon as Wilhelm and Heath Ledger as Jacob. The Grimm fairy tale *Snow-White and Rose-Red* was made into the animated film *Snow White and the Seven Dwarves* by Walt Disney. Disney also adapted *Cinderella* as an animated short in 1922 and a full feature in 1950.

## THE BROTHER GRIMM PUZZLE

The Brothers Grimm wrote many fairy tales. Below are just a few of their many stories. See if you can fill in the empty spaces. Then unscramble the circled letters to figure out the secret puzzle at the bottom!

C\_\_ND\_\_R\_\_LLA

THE E\_\_VES AND THE SHO\_\_M\_\_K\_\_R

THE F\_\_O\_\_P\_\_IN\_\_E

THE G\_\_LDEN GOO\_\_E

H\_\_NSE\_\_ AND GRE\_\_EL

I\_\_ON JO\_\_N

LIT\_\_L\_\_RED \_\_I\_\_ING \_\_OO\_\_

THE \_\_IED PIP\_\_R OF HAMELIN

RA\_\_UN\_\_EL

RUM\_\_EL\_\_TILTSKI\_\_

S\_\_EEPI\_\_G BEAU\_\_Y

SN\_\_W WH\_\_TE

T\_\_M THU\_\_B

The secret scramble word is:

\_\_\_\_\_

## **ALL ABOUT FAIRY TALES**

### **Common Elements of Fairy Tales**

1. A fairy tale begins with "Once upon a time..."
2. Fairy tales happen in the long ago.
3. Fairy Tales have fantasy and make believe in them.
4. Fairy Tales have clearly defined Good characters vs. Evil characters.
5. Royalty is usually present in a fairy tale, a beautiful princess/handsome prince.
6. There may be magic with giants, elves, talking animals, witches or fairies.
7. Fairy tales have a problem that needs to be solved.
8. It often takes three tries to solve the problem.
9. Fairy tales have happy endings – "they all lived happily ever after."
10. Fairy tales usually teach a lesson or have a theme.

### **Situations for Fairy Tales**

Here are some common situations that could be used for fairy tales.

1. Being the new kid in school
2. Divorce in the family
3. A new baby in the family
4. Jealousy
5. Common Fears
6. Dealing with bullies
7. Problems to overcome
8. Loss of something special to you
9. A mean teacher.
10. Losing your best friend
11. Boys picking on girls
12. Getting detention all of the time
13. Death in the family
14. Death of a friend
15. Having to move
16. Best friend moving

\*Excerpted Fairy Tales from Life, ten 50-minute lesson plans for grades 3-5 by [Patricia Schulze](http://www.readwritethink.org/lessons/lesson_view.asp?id=42) of Yankton, South Dakota. For full information, go to [http://www.readwritethink.org/lessons/lesson\\_view.asp?id=42](http://www.readwritethink.org/lessons/lesson_view.asp?id=42)

## **FAIRY TALE ANALYSIS**

Who were the good characters in *The Frog Prince*?

Who were the bad characters *The Frog Prince*?

What were the magical or fantasy elements of the story?

What was the main problem or conflict of the story?

What was the solution to the problem?

## **THEATRE GAMES**

When students begin to act, they may feel a bit self-conscious or nervous. When a cast first gets together, they often take some time to get to know each other so they can lose their inhibitions about performing. The following are two examples of theatre games used with younger casts.

### **Zip! Zap! Zop!**

Standing in a circle, one actor begins by announcing “Zip!” while clapping once toward someone else in the circle. With this clap, he/she sends all of the energy of the “zip” to the next player. The designated player then sends a “Zap!” to a new person, who sends a “Zop!” to yet another person. The game continues, repeating the same sequence and getting faster and faster until someone misses a cue or calls out the wrong word in the sequence. Start over as needed until the cast succeeds in creating an impressive display of teamwork.

### **The Name Game**

The cast forms a standing circle, and the first player says her name while associating a specific movement to his/herself: a bow or curtsy, a jumping jack, anything he/she comes up with. The actors should not repeat any of the movements they have already seen. The person to the student’s right repeats the name and movement of the first player and then creates his own. Continue to the right, with each player in the circle repeating the name and action of all players before his/her and then adding his/her own.

## WORD FIND FUN



Balcony  
Castle  
Courtyard  
Cricket  
Drizelda  
Dungeon  
Euripides  
Frog  
Jester  
Jumper  
King Glum  
Prince Eric  
Princess Mylea  
Snookums

COLOR THE FROG



## PAPER BAG FROG PUPPET

### MATERIALS NEEDED:

- a paper lunch bag
- a printer and paper
- green paint (or construction paper)
- scissors
- glue and/or tape
- something to color with



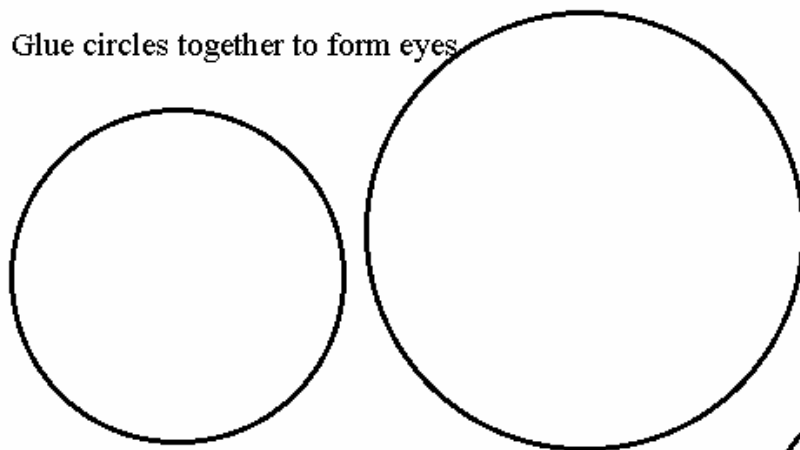
### PUTTING THE PUPPET TOGETHER

- Paint the front of your paper bag green (we don't have many paints in our house -- just red, yellow, blue, black and white. We mix all of our own colors which is loads of fun for the girls). Set aside to dry.  
OR
- As an alternative to painting: trace the body of the paper bag and the head of the paper bag onto green construction paper. Cut it out and glue it to the bag.
- Print the template pieces (SEE ATTACHED)
  - Color the largest circles and arms green (or whatever color your frog is going to be)
  - Color the long rectangle (ish) piece red (FRONT AND BACK!)
  - Color the smallest circles black
  - Cut out the pieces
- Put one of the green circles in front of you. Glue the medium sized (white circle) onto it. Glue the small (black) circle onto that. Repeat with the other set of circles. Now you have two eyes!
- Take the red long rectangle and wrap it around a pencil to give it a curl. This will be the tongue.
- By this time, your bag should be dry.
- Glue the eyes onto the top of the **HEAD**. You can see from the photo above that the eyes stick up over the top of the head.
- **OPTIONAL:** draw two tiny black lines (nostrils) onto the head.
- Lift the **FLAP** and glue the tongue underneath.
- Glue the arms into the **SIDE FLAP**. When you do this, glue or tape them onto the top of the flap not the bottom. That way when you're using the puppet, it's arms will reach forward in a hugging motion instead of bending way backwards. Now, I give these instructions to make sure I've given you as much info as I can -- use your judgement when balancing whether to share the directions with the kids or let them

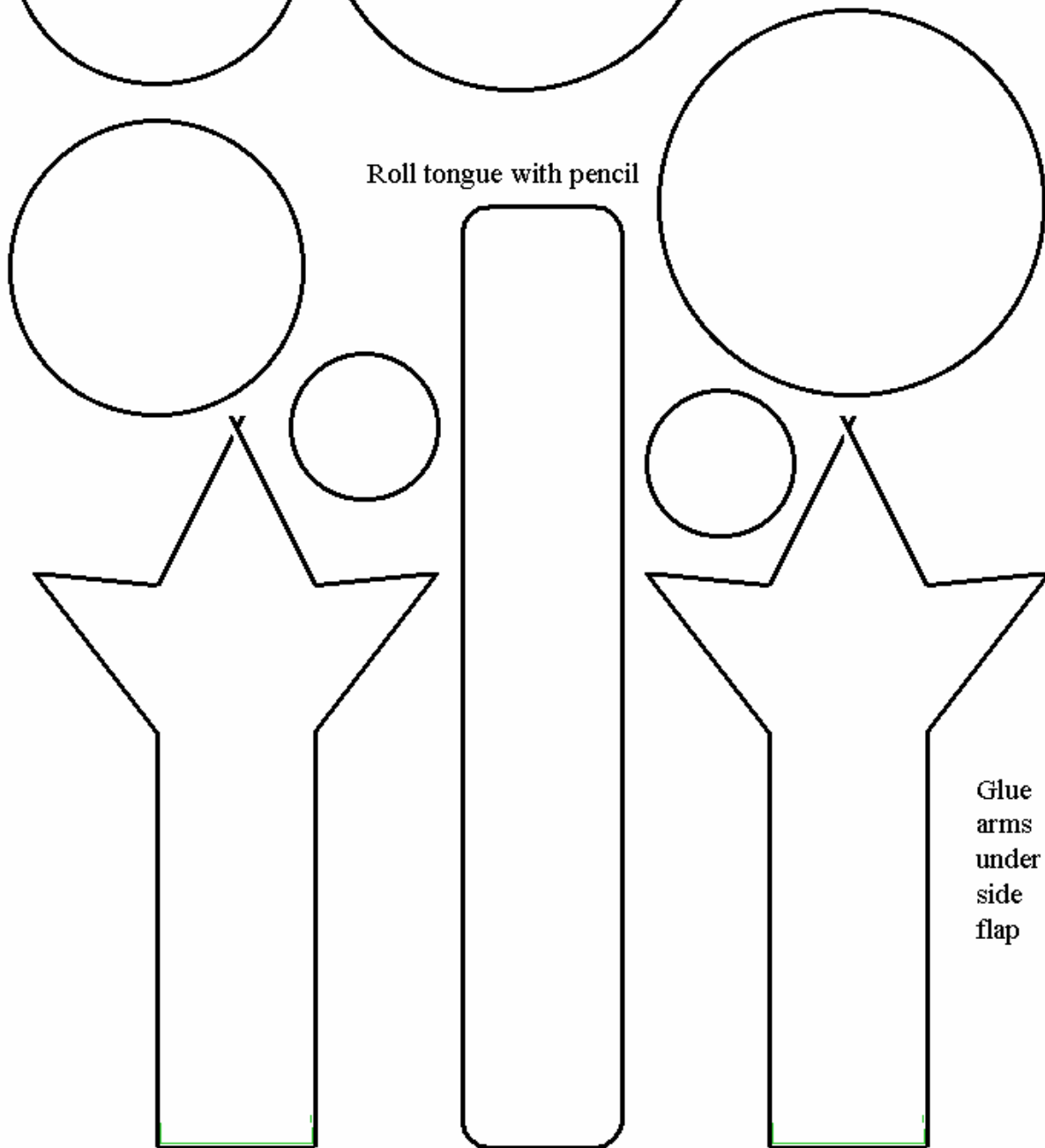
get creative on their own

- OPTIONAL: You can personalize your basic frog puppet in a lot of ways. By this point the Age 2 thru 4 group will be happy (going further may make the project too time consuming for their young attention spans), but older children might like to extend the craft. Here are just a few ideas for them:
  - put a construction paper or gift wrap bowtie on the frog
  - Draw marker or paint speckles/warts/dots on your frog's body
  - Take a small black pom pom. Attach some wax paper wings and small googly eyes to make a fly. Glue it to the frog's tongue.
  - Glue something into the frog's handOR
  - Put a small piece of velcro on the frog's hand. Put Velcro on numerous objects. That allows you to change the frog's "props" during a puppet show. If you chose to do this, you'll want to back the frog's arm with a thin piece of cardboard (old cereal box) so it doesn't flop around.
  - Glue some construction paper froggy feet to the bottom of the bag

Glue circles together to form eyes



Roll tongue with pencil



Glue arms under side flap

## PAPER BAG PRINCESS PUPPET

### MATERIALS NEEDED:

- a paper lunch bag
- a printer and paper
- pink paint (or construction paper)
- yellow, brown, black or orange construction paper (hair)
- scissors
- glue and/or tape
- something to color with



### PUTTING THE PUPPET TOGETHER

- Paint the **HEAD and BODY** of your paper bag pink (we don't have many paints in our house -- just red, yellow, blue, black and white. We mix all of our own colors which is loads of fun for the girls). Set aside to dry.  
OR
- As an alternative to painting: trace the head and body of the paper bag onto pink construction paper. Cut each out and glue them to the bag.
- Print the template pieces (SEE ATTACHED).
  - The large (triangle with the top cut off) from template 2 is the princess's skirt.
  - three of the small dots are buttons and one of them is her nose
  - color the pieces
  - Cut out the pieces
- Take a piece of "hair colored" construction paper and cut out two rectangles ABOUT 3 inches by 6 inches (the size doesn't have to be exact).
  - cut 2 strips into each of these pieces (the long way) to make strands of hair
  - curl the hair with a pencil
  - glue the hair to either side of the head
  - **BANGS:** Cut a third piece of paper as wide as the bag by about 2 inches. Glue it to the top of the head
- By this time, your bag should be dry (if you had to color in the pieces. If you chose the color version you'll likely have to wait a bit here).
- Glue the crown to the bangs
- Glue the eyes, nose and mouth onto the head
- Glue the skirt (triangle with the top cut off) to the bottom of the body.
- Glue the arms into the **SIDE FLAP**. When you do this, glue or tape them onto the top of the flap not the bottom. That way when you're using the puppet, it's arms will reach forward in a hugging motion instead of bending way backwards. Now, I

give these instructions to make sure I've given you as much info as I can -- use your judgement when balancing whether to share the directions with the kids or let them get creative on their own

- **OPTIONAL:** You can personalize your basic princess puppet in a lot of ways. By this point the Age 2 thru 4 group will be happy (going further may make the project too time consuming for their young attention spans), but older children might like to extend the craft. Here are just a few ideas for them:
  - Draw marker or paint freckles and/or eyebrows on the face
  - Add glitter glue designs to the dress/skirt
  - Add a lace or fabric fringe to the bottom of the skirt
  - Glue something into the princess's hand (a round piece of yellow construction paper or gold gift wrap work well as the "golden ball")
- OR
- Put a small piece of velcro on the princess's hand. Put Velcro on numerous objects. That allows you to change the princess's "props" during a puppet show. If you chose to do this, you'll want to back the princess's arm with a thin piece of cardboard (old cereal box) so it doesn't flop around.

