

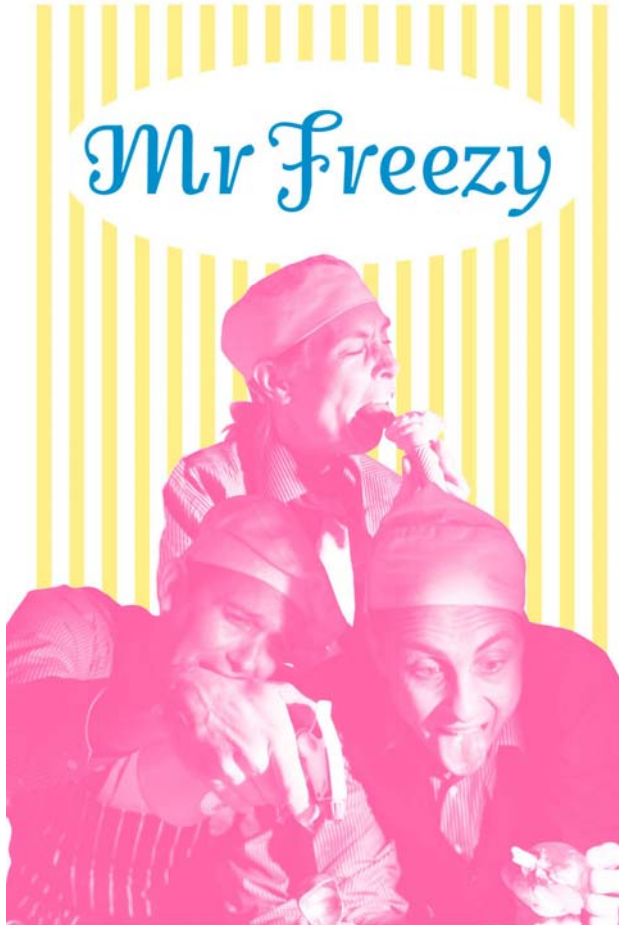


Education Resources Pre-Production

STCEd presents an Arena Theatre Company production

MR FREEZY

Created by Hamish Fletcher, Chris Kohn,
Tamara Rewse and Sam Routledge



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Education Resource compiled by Education manager **Naomi Edwards**, Education Coordinator **Toni Murphy**,
Editor **Lucy Goleby**, Contributors **Dr Robyn Gibson** and **Professor Robyn Ewing**, University of Sydney

KEY



AIM of exercise or section



Extension Exercises



Download and watch



Drama Exercises



English Exercises



Play online

MR FREEZY

Sydney Theatre Company Education Resources 2010

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ABOUT SYDNEY THEATRE COMPANY

www.sydneytheatre.com.au/about

ABOUT STCED

www.sydneytheatre.com.au/stced/about

ABOUT ARENA THEATRE COMPANY

Arena Theatre Company creates inspiring live performances that have a genuine engagement with young audiences aged 5 to 25 years. Arena productions are an investigation and celebration of the reality of its young audiences: diverse, complex, self-defining and ever-changing.

Under the artistic leadership of Chris Kohn, the Company's work fulfills the promise of live theatre, fostering experiences that are surprising, fertile, explosive, dangerous and inspiring; generating extraordinary spaces brimming with truth and lies, where contemporary human experiences can be uniquely expressed, felt and reinvented.

The philosophy which drives Arena's work is founded on respect – a vision in which theatre for young audiences is not viewed merely as a form of education, preparation for adulthood, or an opportunity for audience development. Arena acts on the belief that theatre for young people is first and foremost a vital and evolving art form capable of engendering unique and transformative experiences for its audiences in the here and now.

www.arenatheatre.com.au/index_1.php

Read more: www.arenatheatre.com.au/aboutarena/index.php?page=companystatement



CREATIVE TEAM

Director – Chris Kohn

Designer – Jonathon Oxlade

Composer – Kelly Ryall

Dramaturg – Julianne O'Brien

Production Manager – Rebecca Moore

CREATED BY

Hamish Fletcher

Chris Kohn

Tamara Rewse

Sam Routledge

SYNOPSIS

The power of steel. The soul of a scoop. The heart of a hero.

An ice-cream van comes alive as everything in it transforms in a wild and epic story...

Scoopy is an ice-cream scoop who can't stand the cold or the brain freezes that come with his job. When his home is endangered, he is called by Mr Freezy on a quest to distant and dangerous lands. On his travels, Scoopy encounters a world of robo-chickens, milkshake speedway racers and Godzilla-like food processing machines.

With all the characters created out of real food, utensils and packaging, Mr Freezy blends incredible puppetry with an extraordinary set design and original music. Mr Freezy is a celebration of imaginative play and an exploration of bravery, loss and belonging.

Playing with food has never been so exciting!

www.arenatheatre.com.au/livework/index.php?work=mrfreezy&page=synopsis

THEMES

The play explores a number of universal themes that link to current NSW syllabi including the *Creative Arts* (Drama, Visual Arts, Music & Dance), *Human Society & Its Environment* (HSIE), *English* and *Personal Development, Health & Physical Education* (PDHPE).

These themes include: **bravery, loss, belonging, the quest**

MR FREEZY

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www.sydneytheatre.com.au/stced

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AIM: To explore non-verbal performance.

The most challenging aspect of watching *Mr Freezy* in performance, particularly for younger children, is the use of gibberish and the need to look for visual and other cues to read the narrative. When doing the following activities, focus on non-verbal storytelling.



CLOWNING

Watch this youtube clip of circus clowns.



Ringling Brothers Circus Clowns

www.youtube.com/watch?v=cpz8Y_4WADY

Notice the things that you find funny.

For example, letting the audience in on a secret or playing with size by riding tiny bikes or wearing over-sized shoes.

Create a collage of things you find funny, using pictures from magazines, newspapers or printed from websites.



PUNCH AND JUDY

Watch a couple of versions of 'Punch & Judy'.



Captain Franko's Punch & Judy Show

www.youtube.com/watch?v=tGQQRxpuoKI&feature=related

Discuss

1. Why have generations found this style of puppetry funny?
2. What are its main features?
3. What does the humour depend on?
4. What was the funniest moment in the performance? Why?



OBJECT THEATRE (PUPPETRY)

From NYUNTU NGALI, Sydney Theatre Company Post-Production Education Resources 2010

Select an every day object that has the potential to represent many things.

For example, a stick, chair, piece of fabric, sheet, a box.

Pass the object round the circle.

Each player must **change** the object into something new.

Make your choice obvious to everyone, by the way you hold or use the object.

For example, a baby, a football, a book, a phone.

Use as a classroom object or an object from home as a hero in a story.

Write your story, with accompanying illustrations OR

Act it out with some friends.

See section 8 in Arena Teachers' notes for more ideas:

www.sydneytheatre.com.au/stced/2010/mr-freezy



CREATE A MACHINE



Player A starts in the centre of the circle.

Chose a movement and a sound.

Player A repeats their movement and sound, paying attention to rhythm.

Players join the machine one by one.

Add a new motion and sound each time.

Make sure you link in somehow with the other parts of the machine.



MUSIC ME

Listen to music excerpts focusing on those with a slow pace (andante).

For example, classical, waltz, ballad.

Discuss

1. How does this type of music make you feel?
2. What does this music make you want to do?
3. What does this music remind you of?
4. Where might they hear this kind of music?

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SLOW MOTION

Walk around the room.

Slow your walking right down, until you are walking in slow motion.

Still in slow motion, start moving like...

- A snail.
- An elephant.
- A bank robber.
- A monkey.
- An fairy.

Then find a partner.

Combine your slow-motion movements, so that together you are moving like...

- A train.
- A horse.
- An ocean
- An airplane.
- A two-headed monster.



SLOW-MOTION SAMURAI

Walk around the room again.

Slow your walking right down, until you are walking in slow motion

Still in slow motion, **pretend** you are a samurai warrior, with a huge sword.

Use your imaginary sword to kill the other players (remember, your sword is longer than your arms, so you don't actually touch each other.)

You have to stay in slow motion the whole time!

If you get killed, die in slow motion.

Then

Have a slow-motion samurai battle.

Divide into two teams.

Stand in two lines, facing each other.

Play as before, but this time work with your team.

The team with the last samurai standing is the winner.

MR FREEZY

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AIM: To explore the themes in *Mr Freezy*.

HEROES



Brainstorm a list of heroes.

Include both superheroes and real-life heroes.



List the characteristics of these heroes.

Write about a hero in your own life.

Discuss

1. What makes somebody a hero?
2. What makes somebody brave?

ICE-CREAM



Discuss ice-cream vans, such as Mr Whippy.

1. How do you know they are nearby?
2. What purpose do they serve?

EXCUSE ME



Find a partner.

Ask the group for an activity for the performers to demonstrate.

For example, joining a line, buying a drink.

The **first time**, Player A performs the activity politely.

The **second time**, Player A performs the activity in a rude manner.

For example, pushing to the front of the queue, not saying thank you.

Discuss

1. How can Player B respond to polite behaviour?
2. How can Player B respond to rude behaviour?