Study Guide for *Beauty and the Beast: Cincinnati Ballet Family Series*

Prepared by Beverly Croskery, Ph. D, Arts Consultant

*Beauty and the Beast: An Unusual Love Story*

Presented by Cincinnati Ballet – *Second Company*

April 6 – 8, 2018

Choreography: Pamela Robinson-Harris and Peggy Dolkas

Based on the story by Charles Perrault

Costumes by Ballet West  Vice President of Operations, Michael Currey

Getting Ready for Beauty and the Beast

Overview:
Children, Parents and other adults will benefit from reviewing the Study Guide, making their ballet experience more meaningful and educational as well. The guide provides a synopsis of the Ballet, “Beauty and the Beast.”

This is followed by information about the first author of the story the ballet is based on, Charles Perrault who lived in the 17th and 18th century. Other material includes Questions/Discussion to prepare children before seeing the ballet and reviewing the performance. Activities in different areas assist in understanding and extending their enjoyment of the ballet. Standards follow if you are interested.

I. Ballet West: Beauty and The Beast: Synopsis
(It will be helpful to review this material and explain any words or situations not understood.)

ACT I

Scene 1: The Forest/Castle Door - Deep in the forest, where bands of fairies, sprites and trolls, still have magic powers, there is a castle where a prince once lived. Years before, an evil fairy, disguised as an old hag, begged the Prince for shelter from a storm. When he denied her access to his castle, she magically stole his heart and turned him into a hideous beast. This lonely castle remains silent but for the moaning of the Beast. For many years he has walked through the halls and grounds of his empty estate.

Scene 2: Beauty's Home - In a village close by, there lived a merchant who had three daughters. The youngest daughter, Beauty, who was just 16 years old, had a good heart, was kind, understanding and knew that sometimes bad things happen and were a part of life. Unlike her jealous and complaining sisters, Babette and Colette, Beauty met each day with a smile and a happy heart. Henri was a determined suitor but Beauty rejected his proposal because she did not love him and said she would only marry for love.

One day, the merchant received word that one of his ships was returning to port loaded with treasures that would again bring wealth to the family. Babette and Colette requested precious gifts but Beauty asks only for a rose. The merchant sets off to claim his ship and the fortune it brings.

Scene 3: The Forest/Castle Doors - When the merchant arrived at port, he learned that his ship had been wrecked at sea in a terrible storm. Not only was his fortune lost, but the storm that had swallowed up his ship was now heading for land. Empty-handed, the merchant hastened to return home. Upon his return home, he becomes lost in the forest during the storm. He seeks shelter in what seems to be a welcoming but empty castle.

Scene 4: The Animated Castle - He calls out but hears only an echo. Weary from his travel, the merchant enters the castle and treats himself to a sumptuous meal. Warm and cozy, he falls asleep.

Scene 5: The Rose Garden - The next morning, the merchant wakes feeling refreshed, discovering he is now in a magical rose garden. While picking a rose for his daughter, Beauty, the Beast appears and demands that the merchant must die for stealing his most prized possession.

When he learns that the merchant has three daughters he says he will allow the merchant to return home if one of his daughters will return in his place as a captive of her own free will and be willing to sacrifice her life in his place. He gives the merchant a magic glove which will transport him home. He warns him that he will die if he does not meet these conditions.
Scene 6: Gates of Beauty’s Home - Upon learning of her father’s fate, Beauty agrees to take his place in the Castle.

Scene 7: The Animated Castle – The merchant and Beauty return to the castle and Beauty meets the Beast, assure him that she has come of her own free will. The Beast rewards the merchant for his honesty and sends him home with treasure for the family, Beauty bids her father goodbye.

ACT II

Scene 1: The Hallways/Beauty’s Chamber - While Beauty missed her Father and wanted to cry, she chose not to worry since she thought she had but a little time to live. However, when she say her bedroom, it was magnificent, full of all the things she loved. She decided that such a room was surely not meant for only one day and had new hope. As she falls asleep in her bedroom, she hears the voice of the Good Fairy assuring her that her sacrifice will be rewarded.

Scene 2: The Hallway/castle Interior - Beauty and the Beast dine together and he asks her questions about his ugly appearance and other unlovely manners. She tells him, he seems to be a good person in spite of his appearance he seems thoughtful and kind. The Beast asks her to marry him, but she says, “no.”

Scene 3: Beauty’s Chamber - As she slept that night, Beauty dreams of a handsome man whom she believed was a captive in the castle. Once again she hears the voice of the Good Fairy “Beauty, follow your heart.”

Scene 4: Hallway/Rose Garden – The Beast again asks for her hand in marriage. She again tells him “no” but does agree to teach him to dance.

Scene 5: Beauty’s Chamber – Beauty has agreed to stay with the Beast and always be his friend. However, when she looks into the enchanted mirror in her room, she see that her father is unhappy and very ill. The Beast allows Beauty to travel home by way of the magic glove with her promise to return in a week.

Scene 6: The Gates of Beauty’s Home – Beauty’s Father was happy to see his daughter alive and her presence helped him to return to health. However, she had stayed much longer than a week. As she saw the dying Beast in her family’s mirror, she kissed her father goodbye, slipped on the magic glove of the Beast.

Scene 7: Rose Garden – Beauty returns to the dying Beast, kisses him on the cheek and begs him not to die because she loves him and will marry him. She then asks the Good Fairy to save the Beast, but the Good Fairy says that only she, Beauty, can save the Beast. Beauty offers her own heart to the Good Fairy if she will save the Beast. Beauty looked up, but the Beast was gone and in his place was the handsome young man of her dreams, restored to his former self. The Prince and Beauty lived happily ever after.

II. Charles Perrault was a master at taking folk tales and turning them into what we now call beloved fairy tales. Sleeping Beauty, which we see as a ballet today has been turned into not 1 but 2 films, both very popular. Here is more information about him. (You might also want to look up information about Gabrielle Suzanne de Villeneuve who was thought to have written the first modern version of Beauty and the Beast.)
Charles Perrault (French: [ʃaʁl pɛʁo]; 12 January 1628 – 16 May 1703) was a French author and member of the Académie Française. He laid the foundations for a new literary genre, the fairy tale, with his works derived from pre-existing folk tales. The best known of his tales include *Le Petit Chaperon Rouge* (Little Red Riding Hood), *Cendrillon* (Cinderella), *Le Chat Botté* (Puss in Boots), *La Belle au bois Dormant* (The Sleeping Beauty), and *Barbe Bleue* (Bluebeard). Some of Perrault's versions of old stories have influenced the German versions published by the Brothers Grimm more than 100 years later. The stories continue to be printed and have been adapted to opera, ballet (such as Tchaikovsky's *The Sleeping Beauty*), theatre, and film. Perrault was an influential figure in the 17th-century French literary scene, and was the leader of the Modern faction during the Quarrel of the Ancients and the Moderns.

### III. Questions/Discussion before the Ballet and follow-up afterwards

1. Think about the film or films you have seen about *Beauty and the Beast*. What do you remember about them? (Talking cups/candle sticks/cheests etc.) As you watch the ballet and listen to the narration (spoken part used in the ballet) what are some of the differences you see? What seems to be the same, or almost the same as the films?

2. When you hear the term “stole his heart” what do you think is meant? While we now know that the brain mostly controls our emotions, we often use the term or picture of the heart to mean love or warm feelings toward someone. Of course our heart rate can also be involved. Obviously, one cannot live without the beating heart, but taking away something very precious to us that changes our lives and, in the case of the beast, his handsome self, could make us very sad.

3. As you watch the ballet, look for some of the same kinds of people and things you find in other fairy tales. Also think about the differences. (Selfish sisters? Magic mirrors? Handsome princes? Lost in the forest? Good Fairies?)

4. *Beauty and the Beast* is a fantasy tale also called a fairy tale. What is a fantasy tale? What is the difference between fantasy and reality? Is there anything in either of the stories that you would identify as reality?

5. Compare and contrast *Beauty and the Beast* and *Cinderella*. Both stories were written by Charles Perrault. In what ways are they alike? In what ways are they different?

6. Many Fairy tales were created to teach lessons or make fun of the political scenes of the times. Can you think of any lessons taught in *Beauty and The Beast*?
IV. ARTS ACTIVITIES

1. DANCE: Choose one of the scenes from *Beauty and the Beast* and allow children to recreate the scene through movement.

   Provide adequate space for movement and invite children to create their own special movements for the various characters. They may choose one of the characters to dance or switch from one to another if they prefer. Remind them, it is not only the way you move the body, but your facial expressions as well that help tell the story. Notice how the dancers in *Beauty and the Beast* express their emotions. Remember to vary space, time and energy based on the ideas you are trying to convey.

2. VISUAL ARTS: The visual richness of the ballet will stimulate active young artists. After seeing the performance, have your child draw or paint a picture of their favorite character or their favorite scene in the Ballet. Have them write a short caption under their drawing describing what they have drawn.

   Have them explain/discuss their picture with you or a friend.

3. LANGUAGE ARTS/THEATRE: Select a scene from the ballet and write your own dialogue that might be used in another spoken version. Share samples of your work with the class. In fractured Fairy Tales, some part of the story is changed to take the story in a new direction. For example, what if the sisters were sweet instead of mean? What if the Merchant (Father) was cruel instead of kind? Perhaps you can think of other way to change the story and write a new ending. Act out the scene you have written.

4. SOCIAL STUDIES: Create a timeline of other significant events during the years between when Charles Perrault was born, (1628-1703). Some credited him with the first version of *Beauty and the Beast*. The story first appeared in print in 1740. Here are some of the things that happened between 1628 and 1740. This is a beginning Timeline up until the birth of Mozart in 1756. Fill in other important events during these years or further if you choose.

<table>
<thead>
<tr>
<th>Timeline: 1628 -1756</th>
</tr>
</thead>
<tbody>
<tr>
<td>1634 - First version od Cinderella in Print</td>
</tr>
<tr>
<td>1639 – Taj Mahal completed</td>
</tr>
<tr>
<td>1640 – First book printed in America</td>
</tr>
<tr>
<td>1661 – Birth of Royal Academy of Dance in Paris</td>
</tr>
<tr>
<td>1664 – New Amsterdam becomes New York</td>
</tr>
<tr>
<td>1672 – Birth of Paris Opera</td>
</tr>
<tr>
<td>1675 – LaSalle explores Great Lakes</td>
</tr>
<tr>
<td>1685 – Birth of J.S. Bach, Handel and Scarlatti</td>
</tr>
<tr>
<td>1692 – Salem Witch Trials</td>
</tr>
<tr>
<td>1709 – First piano built</td>
</tr>
<tr>
<td>1725 – Catherine the Great crowned Empress of Russia</td>
</tr>
<tr>
<td>1756 – French-Indian Wars</td>
</tr>
<tr>
<td>1756 – Mozart Born</td>
</tr>
</tbody>
</table>
(If you are home schooling children or want to know the educational standards met in the Arts, here are some that may be of interest.)

VI. Ohio Academic Standards (Based on the Common Core)

The Arts

DANCE

Dance – Perceiving/Knowing/Creating

Kindergarten PE 4 Observe dances and dancers and share what they see, using words, pictures or movements

Grade 1  PE 2   Observe and explore dance forms from various cultures

Grade 2  PE 3  Observe and explore dance forms from various cultures

Dance - Grades 3-5  Progress Point D Communicate personal responses to artistic works giving reasons for their interpretations and preference

Dance – Reflecting

Grades 3-5

Grade 3 RE 1 – Reflect and share personal reactions to experiences of viewing, creating and performing dances

Grade 4 RE 1 – Discuss personal reactions to dances viewed or performed and explain how these reactions relate to personal artistic criteria

Grade 5 RE 1 – Discuss personal reactions to dances viewed or performed and consider how these are informed by personal cultural viewpoints.

THEATRE

(Grades 3,4,5,)  Progress Points

C – Generate multiple endings to dramatic/theatrical works through differing interpretive lenses.

E- Transfer dram/theatre knowledge and disposition to other arts and curricular topics.

MUSIC Progress Points

(K, 1, 2)
B- Recognize the use of music for various purposes by performers and listeners in multiple cultures through learning about, listening to and performing music.

(3, 4, 5)

C- Listen to and perform a wide variety of music, from various cultures, focusing on the historical and cultural significance of the works.

VISUAL ARTS Progress Points

(Grades 3, 4, 5)

D – Express personal responses to artistic works giving reasons for their interpretations and preferences.

SOCIAL STUDIES

History Strand  Historical Thinking and Skills  (K-8)

*Historical Thinking begins with a clear sense of time-past, present, and future- and becomes more precise as students progress. Historical thinking includes skills such as locating, researching, analyzing and interpreting primary and secondary sources.....

There are also some standards in other areas that are met through this performance.