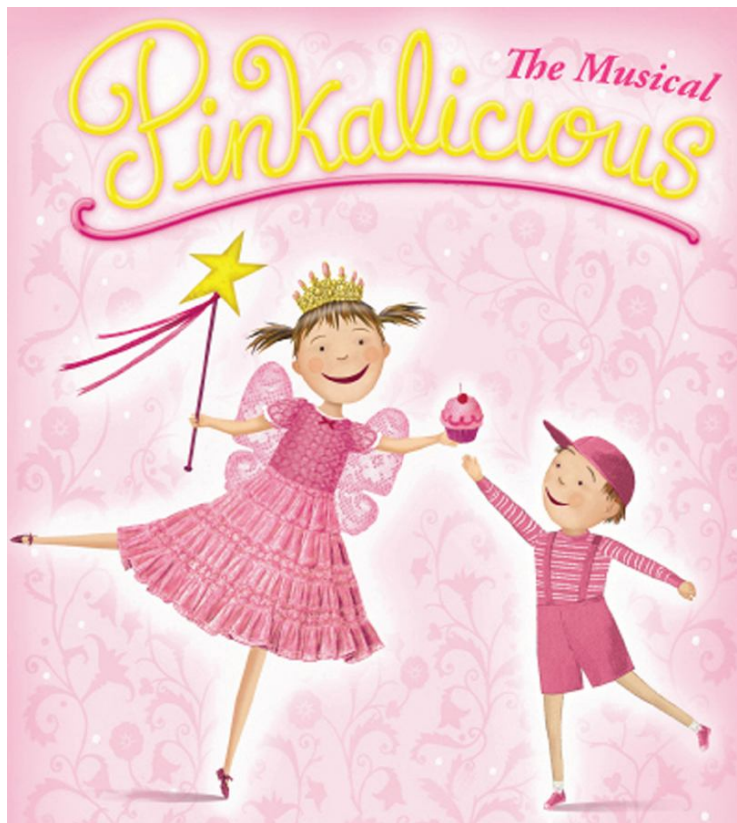




---

# Curriculum Guide

---



Thank you for attending our show! This curriculum guide for Vital Theatre Company's production of ***Pinkalicious, the Musical*** is designed to extend our work into your classroom community. Our curriculum guide is designed for grades K-3.

## *Pinkalicious*

Produced by Vital Theatre Company  
2162 Broadway, 4<sup>th</sup> Floor  
New York, NY 10024  
[www.vitaltheatre.org](http://www.vitaltheatre.org)

Book & Lyrics By: Elizabeth Kann and Victoria Kann  
Music & Lyrics By: John Gregor  
Based on the book PINKALICIOUS  
By Victoria Kann and Elizabeth Kann

### **Cast of Characters**

Pinkalicious  
Peter, her brother  
Alison, her friend  
Mrs. Pinkerton, her mother  
Mr. Pinkerton, her father  
Dr. Wink, her pediatrician  
Bird  
Bee  
Butterfly 1  
Butterfly 2

### **Scenes**

The time is present day

Scene 1: At home in the kitchen  
Scene 2: At home in the bath  
Scene 3: The doctor's office  
Scene 4: The playground  
Scene 5: Street scene on the way home  
Scene 6: At home in Pinkalicious' bedroom  
Scene 7: At home in the kitchen

## Synopsis

Pinkalicious can't stop eating pink cupcakes despite warnings from her parents. "More, more, more!" she pleads. She even eats her brother Peter's cupcake. "Please Mommy, can I have *JUST ONE MORE?*" she begs to her mother.

"You get what you get, and you don't get upset," replies her mother. Pinkalicious gets very upset and has a tantrum. She eats more cupcakes and still gasps, "Just one more pink cupcake, and then I'll go to sleep."

Her father steps in. "You have had ENOUGH!"

The next morning Pinkalicious wakes up pink from head to toe – a dream come true for this pink-loving enthusiast.

Her father gives her a bath to get the pink off, but nothing works.

Pinkalicious cries pink tears of joy. "I'm Pinkerbelle! Look at me, I'm Pinkerbelle!" she cries.

Her pink indulgence lands her at the doctor's office. Dr. Wink examines her and makes the diagnosis. "You have a very rare and acute case of Pinkitis," she says.

Pinkalicious is still thrilled at her pinkness. "I guess that's not the worst thing that could happen. Just call me PINKERELLA"

Then Dr. Wink tells her the treatment plan. Eat green food. Yuck!

On the way home, they stop at the playground, where Pinkalicious is mistaken for a pink flower. "Buzz off, I am not a flower!" she scolds the birds and bees.

Pinkalicious still wants to eat more pink cupcakes when she gets home! "Don't you remember what the doctor told you?" her mother asks. "NO MORE CUPCAKES!" Peter tugs at her pink-tails. "I wish I were pink like you," he says.

That night, she pretends to eat her dinner of mushy, dark green vegetables. After everyone goes to sleep, she sneaks into the kitchen and begins to ask the audience, "Where are the cupcakes?" The audience helps her along the way to find them. She climbs on a chair and reaches on her tippy toes to the top of the refrigerator where Mommy hid the cupcakes. She takes just one more pink cupcake and eats it.

When she wakes up in the morning, she is red. "Oh no, not RED!" she screams. Her hue has gone too far, and Pinkalicious must figure a way out of her pink predicament.

She opens the fridge, and with help from Peter, gets up her courage to eat green food. She eats everything green from pickles to artichokes, green grapes, and broccoli. Her arms tickle, her ears tingle and her feet twitch.

She returns to normal with great relief.

"So what happened to the rest of the cupcakes?" her Daddy asks. Peter runs out and yells... "Pink-a-boo!" He has turned pink.

The family comes back together to celebrate her success and with that they all realize that there is nothing wrong with the color pink and get dressed up in their favorite pink clothes.



## Theatre Vocabulary with Helpful Definitions

**Creative Team:** The group of talented and trained people who work together to develop a [musical](#).

**Composer:** The person who writes the musical “score”—all the musical notes that create the songs that you hear including the [orchestration](#).

**Lyricist:** The person who writes the words to the songs. The [composer](#) can sometimes be the lyricist as well.

**Book writer:** The person who write the speaking scenes in the show which tell the story. Their words must fit between the songs and make the songs fit together.

**Director:** The person who is responsible for creating the world of the play. He or she interprets the play and helps everyone on the [creative team](#) agree on the choices made in collaboration with the [designers](#) and [actors](#).

**Music Director:** The person who is responsible for teaching the music and helping the singers interpret the [composer's](#) work. The way the group of actors sounds is the responsibility of the musical director.

**Choreographer:** The person who creates and teaches the dances and movement that help tell the story.

**Author:** A person who writes a book or literary work. Elizabeth Kann and Victoria Kann are the [authors](#) of PINKALICIOUS.

**Designer:** A person who produces designs for any aspect of the show, from lighting to costumes and sound. *Pinkalicious, the Musical* has a lighting designer, a set designer, a costume designer and sound designer.

**Dialogue:** The lines spoken by two or more characters in a play or musical.

**Illustrator:** A person who creates drawings or pictures intended for education or adornment which go along with the story. Victoria Kann is the illustrator of the book PINKALICIOUS.

**Drama:** A composition presenting a story in [dialogue](#), usually acted out on the stage.

**Play:** A dramatic performance taking place on a stage.

**Musical:** A play or motion picture in which the story line is mixed with songs and dances.

**Actor:** A person who acts in stage plays, musicals, motion pictures, television broadcasts, etc.

**Role:** A part or character played by an [actor](#) or actress in a play, musical, motion picture, or television show, etc.

**Stage:** The part of a theater on which the acting takes place.

**Props:** Items or objects used by actors in a play.

**Orchestration:** The composition or arrangement of music for performance by a group of musicians.

**Benchmark: Exploring careers and lifelong learning:** Students are introduced to the variety of careers in theater, onstage or behind the scenes.

## For The Word Wall

**Pinkitis** – An ailment in which a person turns pink from head to toe

**Organic** – of, or derived from living organisms

**Antioxidants** – Any substance inhibiting oxygen from combining with another substance

**Pollination** – To move pollen to the stigma of a flower or plant

**Gingivitis** – Inflammation of the gums

**Quarantine** – A strict isolation to prevent the spread of disease

**Purify** – To make or become pure

**Amplify** – To make larger or greater

**Nectar** – A sweet liquid secreted by plants used by bees to make honey

**Genetic** - Tending to occur among members of the same family

**Drone** – A male bee

**Pheromone** – A hormonal substance secreted by an individual

**Learning Benchmark: Making Connections Through Theater:** Students connect learning from other arts and disciplines, such as math, science, language arts, social studies, technology, music, visual arts and dance, to extend their understanding of theatre.

## Classroom Activities

### Walk/Freeze Game

**Level 1:** Have students walk around the space, making sure that there is space between them. Have them fill in all blank spaces and really be aware of filling the entire room. Caution them not to bump into each other and to be aware of moving around each other in space. When the leader calls "freeze", the students should freeze on the spot. They should unfreeze when they hear a clap and not until then. Once they learn to freeze and unfreeze, add that when the leader calls "freeze", they should strike a funny pose!

**Level 2:** The Leader will call out different ways of walking "as if..." you are:

- Pinkalicious or Peter sneaking to the kitchen to get one more cupcake.
- Pinkalicious or Peter having a tantrum because you didn't get your way.
- Pinkalicious or Peter who is so happy because you have turned pink!
- Take suggestions from the group about moments from the show.

**Learning Benchmark: Acting: Students explore the physical and staging components of acting by developing the actor's instrument: the body, voice and mind.**

### Improvisation

The leader gives the students their chance to be actors and act out moments from the show, *Pinkalicious, the Musical*. Pinkalicious is feeling differently at certain times of the play. The leader will ask the actors to act out the following moments in the show in small groups. After they finish, the leader can ask the students what their character was thinking or feeling.

Possible scenarios:

- Pinkalicious or Peter throwing a tantrum
- Pinkalicious or Peter eating cupcakes
- Pinkalicious or Peter going to sleep, dreaming of cupcakes or "cupcookiecakes"
- Pinkalicious and Peter trying green food for the first time
- Pinkalicious being attacked by birds and bees
- Pinkalicious sneaking in the kitchen and climbing the refrigerator
- Pinkalicious sleeping, waking up, and realizing she has turned red!
- The family feeling Pinkatastic!

**Learning Benchmark: Acting: Students participate in group activities, including creative play, storytelling, pantomime and improvisation.**

## Pinkalicious Word Find Puzzle

Can you find the words below in the puzzle?  
You can go up, down, backwards or diagonally. Good luck!

Alison, Bee, Bird, Burp, Bubble gum,  
Buzz off, Cupcakes, Eat, Fairy, Frosting, More, Peonies, Peter, Pickles,  
Pinkalicious, Pinkaboo, Pinkerella, Pinktails, Princess, Red, Twirl

P	I	N	K	E	R	E	L	L	A	K	V
I	I	K	O	P	R	I	N	C	E	S	S
N	G	N	B	U	B	B	L	E	G	U	M
K	N	I	K	E	S	E	I	N	O	E	P
A	I	P	I	A	L	I	S	O	N	T	I
B	T	E	P	T	L	F	R	E	D	W	N
O	S	T	W	I	F	I	A	T	P	I	K
O	O	E	M	O	R	E	C	I	E	R	T
A	R	R	Z	P	R	U	B	I	R	L	A
E	F	Z	B	U	Z	Z	F	F	O	Y	I
E	U	L	S	E	L	K	C	I	P	U	L
B	I	R	D	C	U	P	C	A	K	E	S



## **Pinkalicious "What's Pink?" Activity**

Besides Pinkalicious, can you think of other things or animals in nature that are pink?

Here are some we came up with.

- Pink Anemones
- Pink Dolphins
- Pink Sand
- Pink Flamingos

What else can you think of?

**Learning Benchmark: Making Connections Through Theater: Connect learning from other arts and disciplines, such as math, science, language arts, social studies, technology, music, visual arts and dance, to extend students' understanding of theatre.**

## **Pinkalicious Collage**

Suggested materials: markers, crayons, paint, construction paper, tissue paper, a collection of newspapers and magazines, cotton balls, cardboard, and glue or paste.

Using any of the suggested materials, create a visual collage that relates to or represents scenes, characters, places, or dances from the show. Try to add different textures and mediums. Think about adding additional layers and dimensions.

**Learning Benchmark: Making Connections Through Theater: Connect learning from other arts and disciplines, such as math, science, language arts, social studies, technology, music, visual arts and dance, to extend students' understanding of theatre.**

## Write a Pinkalicious Acrostic Poem

Acrostics are poems in which the first letters of all the lines combine to make a word. For example:

P - Pinkalicious loves cupcakes!

I - I love cupcakes!

N - Not everyone loves cupcakes,

K - Koalas hate cupcakes!

**Can you finish the acrostic poem using all the letters of Pinkalicious?**

A -

L -

I -

C -

I -

O -

U -

S -

Learning Benchmark: Making Connections Through Theater: Connect learning from other arts and disciplines, such as math, science, language arts, social studies, technology, music, visual arts and dance, to extend students' understanding of theatre.

## Grow Fragrant Pink Hyacinth Plants Indoors

Materials needed: hyacinth bulbs, glass or plastic containers with small openings (have students bring from home), pitchers full of water

- Use a glass or plastic container with a narrow opening at the top.
- Sit the hyacinth bulb on the top of the opening.
- Pour water into the container until it's 1/4th of an inch below the bulb.
- Children get to observe roots sprout and plant develop.
- Enjoy stunning fragrant pink flowers in your classroom.

## Make Pink Tissue Paper Flowers

Materials: Scissors, rubber bands, pink tissue paper, green pipe cleaners

- Cut pink tissue paper into squares.
- Pile several squares on top of each other.
- Fold the papers like an accordion.
- Tie a green pipe cleaner around the center of the folded papers.
- Gently pull each piece of paper towards the top center of the flower, separating each sheet of paper from the others (forming the petals of the flower)

Learning Benchmark: Making Connections Through Theater: Connect learning from other arts and disciplines, such as math, science, language arts, social studies, technology, music, visual arts and dance, to extend students' understanding of theatre.

## Write a Review

*Pinkalicious, the Musical* is a musical. It has a book (the spoken words that tell the story), music with lyrics (the words the characters sing), and movement and dancing. How did the music and movement help to tell the story? What was your favorite song? Why?

Learning Benchmark: Developing Theater Literacy: Responding to Theater Performance: Students articulate responses to theatre performance.

## Critique the Production

Production values add to a play. Sets, lighting, costumes and props all help theatre artists tell the story. What production elements did you see in *Pinkalicious, the Musical*? Were any missing? Were there times you had to use your imagination? If so, when?

Learning Benchmark: Theater Making: Designing and Technical Theater: Students explore various design roles in theater and how design choices influence the mood of the production.

### **Character Exploration**

Which character would you like to know more about? Write a song for that character. Answer your own questions in the song. Use your imagination.

### **Class Collaboration**

Break into small groups so that the whole class works together to write a new song or a poem about the show. Each student contributes his or her own line.

### **Play Revision**

Were there parts of the story you didn't like? Why not? Rewrite the story so it would work better for you. How would the play change if you were the writer?

Learning Benchmarks: Acting: Students participate in group activities, including creative play, storytelling, pantomime and improvisation; Playwriting/Play Making: Students imagine, analyze and understand play making processes by listening, retelling and creating stories and dramas.

### **Draw a picture of your favorite character.**

Write on the back of your drawing why you like that character.

### **Draw a picture of your favorite part of the story?**

Write why you like that part on the back of your work.

Learning Benchmark: Making Connections Through Theater: Connect learning from other arts and disciplines, such as math, science, language arts, social studies, technology, music, visual arts and dance, to extend their understanding of theatre.

Vital Theatre Company curriculum guides align with the National Learning Standards for the Arts for the United States as well as the New York City Department of Education Blueprints for Theatre. Please look at the bottom of each activity to the information in pink to reference relevant learning benchmarks.

**We want to hear from you!  
Write to us and send us your reviews.**

**VITAL THEATRE COMPANY**  
**2162 BROADWAY, 4<sup>TH</sup> FLOOR**  
**NEW YORK, NY 10024**  
**212-579-0528**  
[www.vitaltheatre.org](http://www.vitaltheatre.org)

### **SPECIAL THANKS**

Materials for the Arts, NYC Department of Sanitation, NYC Department of Education,  
Michael Schloegl and all Vital interns and volunteers

Vital is a proud member of Theatre Communications Group (TCG) whose mission is  
to strengthen, nurture and promote the not-for-profit professional American  
theatre.

We are also a proud member of the Alliance of Resident Theatres/New York  
(ART/NY). ART/NY is the service organization for the largest, most artistically  
influential theatre community: Off Broadway.

This program is supported in part by public funds from the New York City  
Department of Cultural Affairs in partnership with the New York City Council.  
This program is made possible with public funds from the New York State Council  
on the Arts celebrating 50 years of building strong, creative communities in  
New York State's 62 counties.

### **OUR CORPORATE, GOVERNMENT AND FOUNDATION DONORS**

New York State Council on the Arts  
New York City Department of Cultural Affairs  
New York City Council Member Gale Brewer  
The Mary Duke Biddle Foundation  
Chase Community Giving - J.P. Morgan Chase  
The Jean and Albert Nerken Foundation  
The Friars Foundation  
Liquidnet, Inc.  
National Arts Strategies

