MUSIC BY ANDREW LLOYD WEBBER
LYRICS BY TIM RICE

PRESENTED WITH THE SUPPORT OF

n*yT*c* NATIONAL YOUTH THEATRE COMPANY

Joseph and the Amazing Technicolor® Dreamcoat

Education Pack

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Education Pack

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The National Youth Theatre Company (NYTC) is a registered charity dedicated to the personal, social and creative development of young people through the dramatic arts. Since the Company’s foundation in 2005, we have engaged with over 2000 young New Zealanders through our programmes, and tens of thousands more as members of our school matinee audiences.

‘Joseph and the Amazing Technicolor Dreamcoat’ is the end result of NYTC’s On Stage programme. Our cast is comprised of over 170 young performers, aged between 7-21. They have been working together through our workshop rehearsal programme for the last four months. The On Stage programme is part of our AllAccess initiative - a series of programmes aimed at providing highly accessible opportunities in the arts. There are no auditions to join the cast, and for many this is their first live performance experience. The growth displayed by these young people during the months of the programme is remarkable, and taking to the stage with NYTC is something they’ll never forget.

NYTC is committed to developing strong, mutually positive relationships with the schools in our community. We do our best to provide performances and support materials that make the experience of live theatre both enjoyable and valuable for a school audience. We would love to talk to you to find out how we can support you and make your relationship with NYTC mutually beneficial. If you would like to speak with an NYTC representative, please don’t hesitate to contact us at the email address below.

From all of us at NYTC, we hope you and your students enjoy ‘Joseph and the Amazing Technicolor Dreamcoat’ and have fun working through the activities included in this resource pack. We look forward to seeing you at the theatre!

For more information, or to speak with an NYTC representative, please email us at: schools@nytc.co.nz.
I grew up with Joseph! It was one of the first shows that Andrew Lloyd Webber had composed, and in those days it was really short (about half the length it is now). I first sang in the chorus at school when I was about 8, then sang the role of Joseph when I was 11. Later on, when I was about 16, I was in another production but this time playing the narrator. I think I might have been Pharaoh at some point too!

About 10 years later I had decided on a career in the theatre and had become a director. Meanwhile Andrew Lloyd Webber had written lots of other shows and become famous. I was working on another musical in the West End of London when I heard that Joseph had been rewritten with lots of new songs so that it could go on tour around the world (in the same way that Cats, and Phantom of the Opera had done). I was sure that I would get to direct that longer version one day, and now 20 years later still, that’s what I am doing here in Auckland with NYTC!

So Joseph has been around for quite a long time and audiences still love it. It has a series of great songs and dance routines, and like an opera has no talking at all, everything is sung from beginning to end. Although the story is based on one of the most famous stories from the Old Testament, it has also become a show about the generations of young people that have seen it and performed in it over the years. So as well as being set in Ancient Egypt it is also set in the 1970’s, 80’s, 90’s and 2000’s. I hope you’ll be able to see bits of all those times in the production, and your parents will probably recognise even more!

Joseph will be around for at least another 50 years and probably centuries, so if this is the first time you’re seeing the guy in the colourful coat, don’t expect it to be your last. One day you’ll be watching your children perform in Joseph!

Jonathan Alver
Artistic Director
National Youth Theatre Company Trust
From a musical perspective, Joseph is a fascinating show to work on. Most of the featured songs are pastiches (based on a specific style of music), and there’s a huge range of styles to cover, from the standard musical theatre sounds of “Any Dream Will Do” and “Close Every Door”, to 20s Jazz “Potiphar”, Western “One More Angel” and even a French ballad “Those Canaan Days”. Getting these sounds not just from our young cast, but a heavily reduced show band (the score is written for an orchestra of 20) has been a rewarding process. The harmonies are intricate, especially in this newly revised version, and often have to be sung while dancing at breakneck speed!

The Entr’acte in this show is effectively a summary of what’s gone on in Act One. We decided to use this as a feature for some of our younger, but no less talented, cast-members - casting “mini me” versions of everyone who had appeared so far. They’ve genuinely excelled through this opportunity, and I think have pushed their older counterparts to new heights to avoid being shown up by their miniature versions!

We’ve really enjoyed the challenge of performing such a classic piece of musical theatre, and bringing it back to its roots - it was originally written to showcase young performers.

James Doy
Musical Director
National Youth Theatre Company Trust

Joseph and the Amazing Technicolor Dreamcoat is an ideal production for NYTC. It is a show about the imagination of youth, storytelling, family, doing the right thing and overcoming things that hold you back in life; all messages that are relevant for our cast of young performers and the youth of today.

As the Programme Director it was my role to ensure the cast both connected with, and understood the importance of those themes. Musical theatre isn’t just about the glitz and the glam, it’s also about educating your cast so they leave having had an emotional connection with the work they have made.

Joseph & his family go through a whirlwind journey in the show and it was important for me to always remind the cast - how would you feel in this situation? I wanted them to sympathise with the characters and to put themselves in their shoes, not just look at it from a subjective point of view.

NYTC is about fun, music and expressing ourselves, but it’s also about education and we felt Joseph was a show that would not only take our audiences on a journey, but also our cast. To teach them that life isn’t perfect but it’s how you deal with those issues that makes you a better person.

Chanel Turner
Programme Director
National Youth Theatre Company Trust
Claire Murphy
CHOREOGRAPHER

Joseph and the Amazing Technicolor Dreamcoat has been an amazing experience for me as a teacher and a learner. The most rewarding part of this job is looking back on 4 months work and seeing a sense of accomplishment on the faces of all involved in the programme. Joseph had its challenges between the upbeat spectacle that is the ‘Hoedown’ in the beginning of Act One to the more jazzy numbers that follow throughout the show.

This is only my second show as choreographer for the National Youth Theatre Company, I am learning so much about the amazing capability of our young people. I am so proud of the cast for running with some of my “crazier” moments and always being there to support and help each other.

I am certain that the talent and hard work that every single cast member is going to shine throughout this show season. There is a role and place for everyone in this show and the whole cast has to work as a team from the youngest to the eldest to bring “Joseph” to life.

My hope is that all who come to see this ‘Onstage’ programme get as much enjoyment from the performance as I have been blessed with throughout the process.

Claire Murphy
Choreographer
National Youth Theatre Company Trust
The Narrators set the scene, introducing us to Joseph, the dreamer (Prologue/Any Dream Will Do). Jacob, who lives in the land of Canaan, is blessed with 12 sons (Jacob and Sons). His favourite is Joseph, son of his second wife Rachel. Joseph is good and kind, serving his family as a shepherd in the fields. His brothers resent the way in which Jacob dotes on Joseph, and their anger against him grows after their father gives his favourite son a coat of many colours (Joseph’s Coat).

Joseph has amazing dreams (Joseph’s Dreams), which he knows mean that he is to become a great man and far more successful than any of his brothers. On hearing this, the brothers decide that something has to be done about Joseph and his arrogant behaviour.

Out in the fields, the brothers attack Joseph, strip him of his coat and have thrown him into a pit to face certain death, when a band of hairy Ishmaelites pass by. The brothers sell Joseph to them as a slave (Poor, Poor Joseph) and return to their father. They show him the blood-stained coat and tell him that Joseph has died (One More Angel In Heaven).

In Egypt, Joseph is sold to Potiphar, a wealthy merchant (Potiphar). He is very good at his job and is rapidly promoted to looking after Potiphar’s household. Potiphar’s wife is very attracted to Joseph and she tries to seduce him. Potiphar, who is a very jealous man, catches the two of them together, immediately jumps to the wrong conclusion and Joseph is flung into jail (Close Every Door).

In his cell, he explains the meanings of his fellow prisoners’ dreams. He correctly predicts that the King’s butler will be pardoned and given his job back but the King’s baker will be put to death in three days’ time (Go, Go, Go Joseph).

The Pharaoh (the Egyptian name for King) is disturbed by strange dreams (Poor, Poor Pharaoh). His butler tells him about Joseph in jail who may be able to explain them to him. Joseph is brought before the Pharaoh (Song Of The King) and interprets the dreams (Pharaoh’s Dreams Explained), which predict seven years of plenty and seven years of famine. Joseph is given an important job, managing the country’s food supplies, and becomes a wealthy man (Stone The Crows).

Meanwhile, his family back in Canaan are struggling (Those Canaan Days). Famine and plague blight the land, so they leave to seek food in Egypt (The Brothers Come To Egypt). They beg for help from Joseph, although none of them recognise him, and he takes pity on them, giving them each a sack of food (Grovel, Grovel). To test his brothers he plants a gold cup in the sack given to the youngest, Benjamin. As they try to leave, Joseph stops them to investigate the ‘theft’ of the precious cup (Who’s The Thief). When it is discovered in Benjamin’s bag, the others take the blame and refuse to let anyone think that Benjamin is in any way dishonest. They offer to take Benjamin’s place as Joseph’s prisoner (Benjamin Calypso).

Joseph now realises that his brothers are truly honest men and reveals his true identity (Joseph All The Time). Their father Jacob is brought from Canaan and the family is reunited (Jacob In Egypt).
**Joseph and the Amazing Technicolor Dreamcoat** was written by composer Andrew Lloyd Webber and Tim Rice for a boys school in London as a “pop cantata” for the school choir to sing at their Easter concert. The March 1968 performance included an orchestra, a rock group called the Mixed Bag, and singers from the school.

Lloyd Webber’s composer father, William, felt the show had the seeds of greatness. He encouraged and arranged for a second performance at his church, Westminster Central Hall with a revised and expanded format. By its third performance at St Paul’s Cathedral in November 1968, it had been expanded to 35 minutes and included songs such as “Potiphar.”

The show was published and recorded in 1969 as a concept album. David Daltrey, front man of British psychedelic band *Tales of Justine*, played the role of Joseph; and Tim Rice (Joseph’s lyricist), was Pharaoh.

In 1970, Lloyd Webber and Rice used the popularity of their second rock opera, *Jesus Christ Superstar*, to promote *Joseph*, which was advertised in America as a “follow-up” to *Superstar*. Riding on *Jesus*’ coattails proved profitable for *Joseph*.

The show continued to evolve through the early 70s, performed in Edinburgh, London, and then, becoming closer to the show we know today, at the Haymarket Theatre in Leicester.

Returning to America *Joseph* opened in off-Broadway in the early 1980s before transferring to Broadway for 749 performances. This production was recorded for release, and is the first to feature the Prologue. The show received several Tony Award nominations including Best Musical and Best Original Score. David Cassidy, of “The Partridge Family” fame, took over the role of Joseph in 1983.

With Jason Donovan (famous for his role in *Neighbours*) in the lead, the expanded show was restaged in 1991 at the London Palladium. The cast album of this production was the #1 UK album for two weeks in September 1991, and the single “Any Dream Will Do” from it was also the #1 UK single for two weeks. When Donovan left, former children’s TV presenter Phillip Schofield, a New Zealander, took over the role of Joseph.

In 1999, a movie version with Donny Osmond in the title role was released. Osmond had toured North America in the role after opening the Toronto revival in 1992. Maria Friedman appears as the Narrator; Richard Attenborough and Joan Collins also appear in the video.

A 2007 revival of the London Palladium production at the Adelphi Theatre was the subject of BBC One’s search for a West End star, in the new talent search show, *Any Dream Will Do*, with the participation of Andrew Lloyd Webber and other theatre luminaries, sought a new leading man to play Joseph. More than 3 million viewers cast votes during the series finale, and made 25-year-old Lee Mead “officially the people’s Joseph”. Mead had given up his ensemble role in *The Phantom of the Opera* to compete for Joseph.

Tickets for the show’s originally-planned six-month run sold so fast that in three weeks all tickets for the first three months were sold out, and the producers had extended the show’s run — and Mead’s contract — until 7 June 2008. Before opening night, the producers had banked £10 million in receipts from advance ticket sales. In his review for *Variety*, David Benedict wrote, “Mead delivers…. [He] is contracted for at least a year. For as long as Mead chooses to continue in it, Joseph is, commercially speaking, the safest of bets.”
Narrators  The 4 Narrators tell the story through word and song, guiding the audience through the story of Joseph and his brothers.

Jacob  Also known as Israel, Jacob is the father of twelve sons, his favorite being Joseph.

Joseph  Obviously his father’s favorite, Joseph early on shows a talent for interpreting dreams and telling the future. This gets him into trouble with his brothers when he predicts his future will include ruling over the other eleven. However, it saves his life when in Egypt he correctly interprets Pharaoh’s dreams. In the end he has risen to a great position of power, but he still forgives his brothers and brings his family to Egypt to partake of the bounty he has accumulated there.

Ishmaelites  Men of the desert, they buy Joseph as a slave, take him to Egypt, and sell him to Potiphar.

Potiphar  A powerful and rich Egyptian, Potiphar purchases Joseph and puts him to work in his household, where he soon realizes that Joseph is honest, hard-working, and a great addition to his pool of help. When he grows suspicious of his wife and Joseph, however, he grows angry and has Joseph thrown into prison.

Mrs. Potiphar  Beautiful and scheming, Mrs. Potiphar tries to seduce Joseph, but is unsuccessful. However, she does manage to rip off much of his clothing just as her husband comes into the room, thus condemning him to prison.

Baker  One of Pharaoh servants, the Baker is in prison with Joseph who correctly interprets his dreams and predicts that he will be put to death.

Butler  Another of Pharaoh servants, the Butler is also in prison with Joseph who also correctly interprets his dreams, this time that he will be released and taken back into Pharaoh’s household. It is the Butler who tells Pharaoh about Joseph and his uncanny ability with dreams.

Pharaoh  The most powerful man in Egypt, Pharaoh is considered a god on earth. When Joseph interprets his dreams, he promotes him to one of the highest positions in his government. In most productions, Pharaoh is portrayed as an Elvis Presley-style figure.

Joseph's Eleven Brothers  Although acting usually as a group, they each have their own different personalities, talents, and flaws. As a group they sell Joseph into slavery, but as individuals they deal with the following years and how they can make amends. They sing and dance their way through many situations and places.

Reuben  Eldest son of Jacob; sings “Those Canaan Days”.
**Characters (cont)**

**Simeon** Second son of Jacob.

**Levi** Third son of Jacob; sings “One More Angel in Heaven”.

**Judah** Fourth son of Jacob; he pleads with Joseph when Benjamin is falsely arrested for theft of a goblet; sings “Benjamin Calypso”. According to the Bible, one of his descendants was Jesus Christ.

**Dan** Fifth son of Jacob; the tribe of Israel descended from him.

**Naphtali** Sixth son of Jacob.

**Gad** Seventh son of Jacob.

**Asher** Eighth son of Jacob.

**Issachar** Ninth son of Jacob.

**Zebulun** Tenth son of Jacob; he had three sons.

**Benjamin** Twelfth son of Jacob. Joseph accuses him of stealing the golden cup. After Joseph went missing Benjamin was beloved.

**The Wives** The wives to the eleven brothers.

**Apache Dancer** Solo Dancer in “Those Canaan Days”.

**Snake & Camel** Creatures Joseph sees in the Desert on his journey.
Hi I’m Ella, I am 12 years old and am an NYTC cast member. I love NYTC and have written about my experiences so you understand what NYTC is all about. Happy reading!

Registration Day

When I arrived there were people everywhere from the cutest little kids to teenagers from high school. I have been in a NYTC production (Camp Rock) before so almost immediately I started to see people I knew from the last time. Friends came running over to say hi and I knew I was back where I belonged. The cool thing about NYTC productions are how many friends you make each time there is a new production. This time it’s going to be Joseph and the Amazing Technicolor Dreamcoat. I don’t know who or what I’ll get to be or do, but I do know that it’s going to be fun. The tutors were great they introduced themselves and made everyone feel welcome. I remembered my first registration; it was a little scary meeting all those people for the first time, but everyone makes such an effort to include you it doesn’t take long before you feel like you’ve known them forever.

First Rehearsal

Our first rehearsal was today. It was great, we did voice warm ups, dancing, singing and of course acting. We are all thinking about the part we want to audition for, there are so many and at NYTC each part is cast three times so you get three chances to be the part you want. Anyone who wants to can audition for any part they like, big or small. There is also a group for kids who want to extend themselves in dance this is called … extension dance. I’ve decided to audition for a brother and as an extension dancer (who cares if I’m a girl, I can play a boy, can’t I?)

Then they organised us into groups for our audition times. I’ve got 4:00 - 4:30 pm on Sunday. I’m really nervous, what if I muck it up?

Audition Day

I’ve been practicing the song they taught us, “Close Every Door to Me” all the time, my family are sick of hearing it over and over again. Today was the day … we all filed in and they got us to say our names and age, then James played the piano and I sang. It was nerve wracking, they did their best to relax us, but hey who can be relaxed singing by themselves in front of a West End Director? Next we moved on to the dance, Claire and the student instructor had taught us a dance to “Potiphar” which we started off doing together and then we did it by ourselves. That wasn’t too bad, I knew Claire from last time and she is so nice. Everyone was so good, and really supportive of each other. I’ve no idea how I did but they’ll post the first cast and extension dance in two weeks – fingers crossed.

To hear more about Ella’s experience at NYTC, log on to www.nytc.co.nz and go to the education section.
Lesson Ideas

1. Interview a Character from Joseph ‘Hotseating’

Materials
- A video camera
- Costume pieces (optional)

Split the class into pairs. One student will take on the role of the interviewer and the other will become a character from Joseph and be interviewed. Allow them time to brainstorm their chosen character and think about how they might feel during key points of the show. What are their likes/dislikes? What do they want or need? What do you want to know about your chosen character? As a pair, create the questions you will ask the character (this allows the person who will portray the character time to think about how they will answer). Once the questions are written, the students can create a script and film their interview with their chosen character. Play these back to the rest of the class and see how they react. Could anything the characters have said change the course of the show?

2. Painting the colours of Joseph’s coat

Materials
- A colour wheel - to show which colours combine effectively to make new ones
- Paint
- Paint brushes
- A mixing palette - folded up newspaper/magazines work perfectly for this
- A coat template (See Resources section)

Using paint, challenge your students to make all 29 colours of Joseph’s Amazing Technicolor Dreamcoat. As a reminder, here they are!

It was red and yellow and green and brown
And scarlet and black and ochre and peach
And ruby and olive and violet and fawn
And lilac and gold and chocolate and mauve
And cream and crimson and silver and rose
And azure and lemon and russet and grey
And purple and white and pink and orange
And red and yellow and green and brown
And Scarlet and black and ochre and peach
And ruby and olive and violet and fawn
And lilac and gold and chocolate and mauve
And cream and crimson and silver and rose
And azure and lemon and russet and grey
And purple and white and pink and orange
And blue!

Discuss with your students what the different colours look like and which colours they will use to mix them. Once they have mastered the major colours, let them colour/paint Joseph’s amazing dreamcoat. You may like to draw a large version of the coat for a wall display and have the students paint it as a group.
3. **Create a Cartoon Strip**  
**Materials**  
- Cartoon strip template (See Resources section)

After watching the movie/attending the show, retell the story of Joseph. Each student can create a cartoon strip retelling the main events of Joseph by drawing each major event in a box. They can then add speech bubbles. These cartoon strips can be used as scripts for a puppet show or short play or simply be read aloud to a small group. Alternately you could give each student one scene to draw and narrate and connect the pictures together to make a group/class cartoon strip.

4. **Identify the different styles of music in Joseph**  
**Materials**  
- Various musical instruments of the teachers choice  
- Access to speakers and an internet capable computer

Log on to www.nytc.co.nz, go to the education section, click on ‘Joseph’ and find the music section. Click on each bar of music and let your students listen to the sound bite. Ask them what style of music they think it is and why. You may have to introduce some new styles of music here such as ‘calypso’. Which instruments can they hear that create the mood of each piece of music? Give the students a set of instruments to experiment with to see if they can re create that feeling. Have them perform to the class and allow other students to rate their success (constructively).

The different styles are:

- Musical Theatre (‘Any Dream Will Do’, “Close Every Door”)  
- 50s Rock & Roll (“Song of the King”)  
- French Ballad (“Those Canaan Days”)  
- 1920s Jazz (“Potiphar”)  
- Disco (“Go, Go, Go Joseph”)  
- Western (“One More Angel In Heaven”)  
- Calypso (“Benjamin Calypso”)

5. **Create puppets/models of Jacob and Sons**  
**Materials**  
- Art materials  
- Brainstorm of the brothers character traits  
- Popsicle sticks (if making stick puppets)

Make a mind map of Joseph’s family listing all of his brothers and their personality traits. Create stick puppets/models of each brother, recording character traits on the back/bottom of each one. More advanced students might like to research the costumes the brothers are likely to wear and create these out of fabric to add to their puppet. Use your puppets or models to re-enact the ‘Jacob and Sons’ scene from the musical for an audience. (See resources section for the script).
6. Create a Venn diagram showing family differences/similarities

**Materials**
- Venn diagram template (See Resources section)

In this activity, students think about the similarities and differences between Joseph’s family and their own. How many siblings do you have? Do you all get along? Do your parents play favourites sometimes like Jacob? Where do you live? Discuss these points with your students and have them fill out the Venn diagram accordingly.

7. Create your own programme/promotional poster

**Materials**
- Show programme cover (See Resources section)
- Art materials and paper

Create a poster to advertise/promote Joseph and the Amazing Technicolor Dreamcoat. Think about using language that has a call to action. Words like, ‘now’, ‘today’, and ‘fast’ will urge people to buy their tickets immediately so they don’t miss out. Students can either use the graphic on the template provided and colour it in/add text, or create their own. What sort of image could you use from the show that will entice people to attend? It is a picture of Joseph himself, or will you use the poster to show people something about the show they don’t already know? Don’t forget to make the dates of the show stand out and include the name of the theatre company putting on the show (you can use NYTC or create your own!) Remember negative space (white) can be just as effective in an image as colour.

8. Compare/contrast the movie with the show

**Materials**

Have students watch the movie, preferably before they attend the musical so they have an idea of the songs and storyline. The film is 76mins long, so ensure you leave time to view it in its entirety. Compare the movie to the musical and discuss the similarities and differences. Were the plot points all covered in the stage show? How is the beginning different? What choices in costuming and staging were made in the NYTC show that differ from the movie? Why do you think the director and costume designer made these choices? Did you like the movie or the stage production better? Why? The idea is for students to understand the limitations of staging a production VS. filming one, to start to think about how and why choices are made by those who work in the theatre and to form their own opinions about what they like in the theatre (or not!) and why.
9. Review “Joseph and the Amazing Technicolor Dreamcoat”

Materials
• An internet capable computer
• Review template (See Resources section)

Once students have seen the NYTC version of ‘Joseph and the Amazing Technicolor Dreamcoat’, they can look online for reviews of other performances around the world. Ask them to highlight anything the reviewers have written that they think applies to the NYTC production of the show. Try www.twincities.com, or www.whatsonstage.com for reviews. Students can then write their own review of the musical using the template provided (or unguided depending on age/ability level).

10. Read the script - Jacob and Sons

Materials
• Script page - Jacob and Sons (See Resources section)

Students can use this page of dialogue to read aloud in a group, discuss the characters of Jacob and his sons or re-enact part of the show for an audience. They could also write a new section for the musical to follow the dialogue given and change Joseph’s fate.

11. “Joseph and the Amazing Technicolor Dreamcoat” the quiz

Materials
• Quiz questions and answers (See Resources section)

Can your students answer these questions about Joseph? Allow them to use the internet and what they know about the movie/musical to find the answers and then use the answer sheet to mark each other’s work.

12. Learn to read and write hieroglyphics

Materials
• Hieroglyphics symbol chart (See Resources section)
• Reference books
• Art materials
• Computer

Use reference books to find out more about what they meant. The class could design their own hieroglyphics for their name or a message, either by drawing them out or using image fonts and clipart on the computer.
Dreamcoat Template

Use the template provided to create a coat for Joseph.
Cartoon Strip Template

Retell the main events in each box.
'Joseph', the musical vs. 'Joseph', the movie

[VENN Diagram]

The movie

The musical

commonalities
Create a poster

Use the title provided to create a poster. Ask your teacher to enlarge the logo to fit on an A3 and create your own show poster. Don’t forget to use an image that will entice people to come to the show and to credit the composer and lyricist. You can create a poster for NYTC’s Joseph, or create a theatre company of your own!

Check out NYTC’s poster on the following page for inspiration.
Joseph and the Amazing Technicolor Dreamcoat

22-23 June 2012, Aotea Centre
BOOK AT www.buytickets.co.nz
Theatre review

Instructions

1. Identify the title of the play, the genre, the name of the production company and where the show is playing in the opening paragraph. Example: The summer season of the Easy Street Players has just kicked off with a six-week run of “Muriel’s Memoirs” at the newly renovated Crane Performing Arts Center. This contemporary drama directed by Maria Laris stars four accomplished actors whose faces will be familiar to patrons who follow Arcadia’s theater scene.

2. Provide a brief synopsis of the play which describes the setting, introduces the main characters and tells the audience what the core conflict is. The purpose of this paragraph is to hook the readers’ curiosity about what happens next but should never spoil their own enjoyment of the show by divulging all of the twists and surprises that await.

3. Share your observations about individual performances, the casting and chemistry, the set design, the costumes and how technical elements such as lighting, sound effects and music enhanced the production or detracted from it. Offer constructive remarks on what might have been done to make the show better. Example: The amplification of recorded music sometimes made it hard to hear what the actors were saying.

4. Include a reference to the playwright and other plays he or she has written. If there is anything interesting or unique about the inspiration behind the script, its performance history or why the director chose to produce it, mention that as well. Example: Ten percent of box office proceeds will be donated to the Tri-Cities Alzheimer’s Foundation.

5. Provide readers with information on the performance dates and times, where to purchase tickets and whether there are any elements of the show such as violence, sex or strong language that make it inappropriate for young children.

Read more: How to Write a Good Theatre Review

eHow.com http://www.ehow.com/how_2188321_write-good-theatre-review.html#ixzz1sOTCB218
Theatre review template

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Narrator:
Way way back many centuries ago,
Not long after the bible began
Jacob lived in the land of Canaan,
A fine example of a family man.

Chorus:
Jacob, Jacob and sons

Narrator:
Depended on farming to earn their keep.

Chorus:
Jacob, Jacob and sons

Narrator:
Spent all of their days in the fields with sheep

Narrator:
Jacob was the founder of a whole new nation
Thanks to the number of children he had
He was also known as Israel, but most of the time
His sons and his wives used to call him Dad.

Chorus:
Jacob, Jacob and sons

Narrator:
Men of the soil, of the sheaf and crook

Chorus:
Jacob, Jacob and sons

Narrator:
A remarkable family in anyone’s book

Narrator, Brothers, Chorus:
Reuben was the eldest of the children of Israel
With Simeon and Levi next in line
Napthali and Isaachar with Asher and Dan
Zebulun and Gad took the total to nine
Jacob, Jacob and sons
Benjamin and Judah which leaves only one

Jacob, Jacob and sons,
Joseph - Jacob’s favourite son
Jacob, Jacob and sons
Jacob, Jacob and sons
Jacob, Jacob and sons
Jacob Jacob Jacob
Jacob and sons
Joseph Quiz

Can you answer these questions about Joseph?
Use the internet to find the answers then check back with your teacher.

1. In what year was ‘Any Dream Will Do’ voted the Broadway song of the year?

2. Name the actors who starred as Joseph and the Narrator in the 1999 film?

3. Who won the television competition ‘Any Dream Will Do’ and became Joseph at London’s Adelphi Theatre? Which judge from the show did he later marry?

4. Name two other musicals by Andrew Lloyd Webber that have become movies.

5. How many sons did Jacob have? Name them all.

6. How many colours are in Joseph’s Amazing Technicolor Dreamcoat? Name them all.

7. Which country do the brother’s go to in search of food?

8. What is the name of Joseph’s mother?

9. At the beginning of the show, why do the brothers become angry with Joseph?

10. Who is Joseph sold to in Egypt?

11. Why is Joseph brought before the Pharaoh?

12. How do Jacob and his sons earn their living?

13. Who do the brothers sell Joseph to as a slave?

14. What do the brothers tell Jacob has happened to Joseph?

15. How is the story resolved at the end of the show?
Joseph Quiz/Answers

1. 1981.

2. Donny Osmond and Maria Friedman.

3. Lee Mead, he married Denise Van Outen.

4. Evita, Phantom of the Opera, Cats, Jesus Christ Superstar.

5. Jacob had 12 sons. They were: Reuben, Simeon, Levi, Judah, Issachar, Zebulun, Joseph, Benjamin, Dan, Naphtali, Gad, Asher.

6. There are 29 colours in Joseph’s coat. They are red, yellow, green, brown, scarlet, black, ochre, peach, ruby, olive, violet, fawn, lilac, gold, chocolate, mauve, cream, crimson, silver, rose, azure, lemon, russet, grey, purple, white, pink, orange and blue.

7. Egypt.

8. Rachael.

9. Because he is clearly his fathers favourite and his father gives him the technicolor coat.


11. The Pharoah hears Joseph can interpret dreams, he wants to know what his own dreams mean.

12. They are shepherds.

13. The Ishmaelites.

14. That Joseph is dead.

15. Joseph sees that his brothers are honest and good and forgives them. Jacob is brought from Canaan and they are reunited.
Word Search

Make your own word find by choosing 12 words based on Joseph and the Amazing Technicolor Dreamcoat - character names, songs, events etc - and writing them in to the grid. Then fill the rest of the spaces with random letters. To make it more difficult, you can write some of the words backwards or upside-down! Then see how long it takes your friends to solve the puzzle.

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10.
Hieroglyphics

Unlike our own alphabet, Egyptian hieroglyphics were used to represent sounds. For example the word CAKE would use the same symbols for the letters C and K. Try to decipher the words at the right, then make up some of your own.

1. ........................................

2. ........................................
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‘Bringing Confidence and Life Skills to Young People Through the Dramatic Arts’