

A N Y D R E A M W I L L D O



JOSCEPH AND THE AMAZING TECHNICOLOR® DREAMCOAT

EDUCATION STUDY GUIDE

SYNOPSIS

► ShowZone



Jacob, who lives in the land of Canaan, is blessed with 12 sons. Of these, the second youngest, and 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 has amazing dreams, which he believes tell him 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 are about to throw him into a pit, to face certain death, when a band of Ishmaelites pass by. The brothers sell Joseph to them as a slave and return to their father. They show him the blood-stained coat and tell him that Joseph has died.

In Egypt, Joseph is sold to Potiphar, a wealthy merchant. He is very good at his job and is rapidly promoted to looking after Potiphar's household. However, 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.

In his cell, he explains the meanings of his fellow prisoners' dreams. He correctly predicts that the king's steward would be pardoned and given his job back but the king's baker would be put to death in three days' time.

The Pharaoh (the Egyptian name for king) is disturbed by savage dreams. He hears that there is a man in jail who may be able to explain them to him. Joseph is brought before the Pharaoh and interprets the dreams, which predict seven years of plenty and seven years of famine. In return he is given an important job, managing the country's food supplies, and becomes a wealthy man.

Meanwhile, his brothers fare less well. Famine and plague dominate the land of Canaan, so they leave to seek food in Egypt. They find Joseph, although none of them recognise him, and he takes pity on them, giving them each a sack of food. However, 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. 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. Joseph now realises that his brothers are truly honest and reveals his true identity. Jacob is brought from Canaan and the family is reunited.

Activity: After you have seen the show, see if you can fit the song titles into the right place in the synopsis. There are musical notes to give you a clue and a list of six of the best known songs in jumbled order:

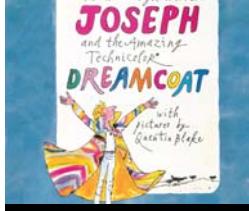
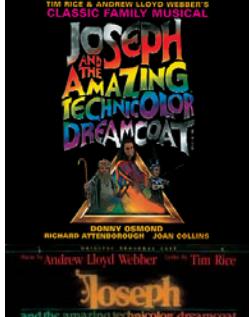
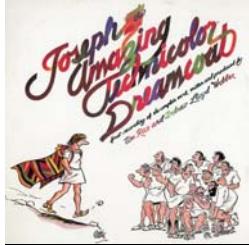


Joseph's Coat
Any Dream Will Do
Jacob And Sons
Those Canaan Days
Close Every Door
One More Angel In Heaven

JOSEPH AND THE AMAZING TECHNICOLOR DREAMCOAT

A BRIEF HISTORY OF MUSICAL THEATRE

► ShowZone



The combination of song and spoken word goes back to ancient Greece and the origins of theatre itself, growing through church liturgy, commedia del arte and folk song and dance. The form of the modern musical can be traced directly from English Ballad operas, such as John Gay's *The Beggar's Opera*, through the phenomenal success of the operettas of Gilbert and Sullivan in Britain and Offenbach in France. In America, musical comedies and burlesque revues developed the musical into the form we still recognise today.

Until the 1930s, American musical theatre was strong on dance, songs and ensemble performances, but the plots were unmemorable. But in 1927, Jerome Kern and Oscar Hammerstein II's *Show Boat* broke the mould by creating a musical which dealt with a serious social issue: mixed-race relationships. The music combined contemporary popular blues with traditional operetta styles. This set the stage for the elements we still see in musicals today.

Oklahoma!, in 1945, is the next important moment in the history of the musical: Oscar Hammerstein II's lyrics and Richard Rodgers's music combined the songs and the book (the dramatic action) together, so that the songs could now be used to move the action forward, not simply to comment on what was happening. This is known as the 'classic book' musical and examples include *My Fair Lady*, *Guys and Dolls* and *West Side Story*.

By the 1960s musical theatre was led by very different influences. Stephen Sondheim broke new ground with *A Funny Thing Happened on the Way to the Forum* (1962) and continued to explore the darker side of life, while rock music was playing an increasingly important part in the musicals of the late 1960s and early 1970s, beginning with *Hair* in 1967.

In 1968, Tim Rice and Andrew Lloyd Webber's collaboration on *Joseph and the Amazing Technicolor Dreamcoat*, originally a pop cantata for a school choir, began its journey to being a fully staged show. *Joseph* was followed by *Jesus Christ Superstar* and *Evita*: Lloyd Webber and Rice were established as the fathers of a new era of musical theatre, in which epic themes were staged with catchy lyrics and popular tunes.

Discussion Points:

- Is *Joseph* the first musical you have seen?
 - If so, was it what you expected?
 - What other musicals have you seen?
 - How does *Joseph* differ from them?



MAY I RETURN TO THE BEGINNING OR HOW THE SHOW WAS BORN

In 1967, Alan Doggett, a music teacher at Colet Court school in Hammersmith, was planning an Easter end of term concert. One of his pupils was called Julian Lloyd Webber. Mr Doggett approached Julian's older brother, Andrew, and asked him if he could write a pop cantata, suitable for a school choir. Andrew asked his friend Tim Rice to write lyrics for the project. After toying with ideas about spies and other adventures, Tim suggested the story of Joseph.

The first performance of *Joseph and the Amazing Technicolor Dreamcoat* was on a cold winter afternoon on 1 March 1968 at the Old Assembly Hall, Colet Court. Accompanied by the school orchestra and conducted by Alan Doggett, the performance was only 15 minutes long, but it was such a success that a second performance was arranged on 12 May 1968 at Central Hall, Westminster, where Andrew's father was the organist. To Andrew and Tim's surprise, Derek Jewell, jazz and pop critic for *The Sunday Times*, saw the show (extended to 20 minutes) and wrote a review of *Joseph*, which appeared on 19 May 1968.

A third performance took place on 9 November 1968 at St Paul's Cathedral, where *Joseph* was expanded to include songs such as 'Potiphar' for the first time.

In January 1969, the record label Decca released an album of the St Paul's Cathedral version of *Joseph*. At the same time as the album's release, Novello & Co published the 20-minute version of the music and lyrics.

Andrew Lloyd Webber and Tim Rice then went on to write the smash hit rock opera *Jesus Christ Superstar*. When *Joseph* was released in America, there was a marketing campaign implying it was the follow-up to *Superstar* and the *Joseph* album stayed in the charts for three months.

In September 1972, Frank Dunlop for the Young Vic directed the Decca album version of *Joseph*, starring Gary Bond, at the Edinburgh Festival. In October, the Edinburgh production played at the Young Vic for two weeks before transferring to the Roundhouse for a six-week run. From there it went on to the Albery Theatre, where it opened on 17 February 1973 and was accompanied by a piece called *Jacob's Journey*, written by Tim and Andrew with dialogue by Alan Simpson and Ray Galton. This told the story of the early life of Joseph's father, Jacob. *Jacob's Journey* was gradually phased out and *Joseph* emerged to receive its first major production at the Haymarket Theatre, Leicester.

Did you know?

In 1969, the copyright on *Joseph* was sold by Andrew and Tim to Novello & Co. for 50 guineas each (about £500 each at today's values). In 1989, Andrew Lloyd Webber's Really Useful Group bought back the copyright for £1 million.

From an article by Derek Jewell
The Sunday Times, 19 May 1968

...The quicksilver vitality of *Joseph and the Amazing Technicolor Dreamcoat*, the new pop oratorio heard at Central Hall, Westminster, last Sunday, is attractive indeed. On this evidence the pop idiom – beat rhythms and Bacharachian melodies – is most enjoyably capable of being used in extended form...

...Throughout its 20 minute duration it bristles with wonderfully singable tunes. It entertains. It communicates instantly, as all good pop should. And it is a considerable piece of barrier-breaking by its creators, two men in their early twenties – Tim Rice, the lyricist, and Andrew Lloyd Webber, who wrote the music.

The performers last Sunday were the choir, school and orchestra of Colet Court, the St Paul's junior school, with three solo singers and a pop group called The Mixed Bag. It was an adventurous experiment for a school, yet Alan Doggett, who conducted, produced a crisp, exciting and undraggy performance which emphasised the rich expansiveness of pop rather than the limitations of its frontiers.



DID YOU KNOW?

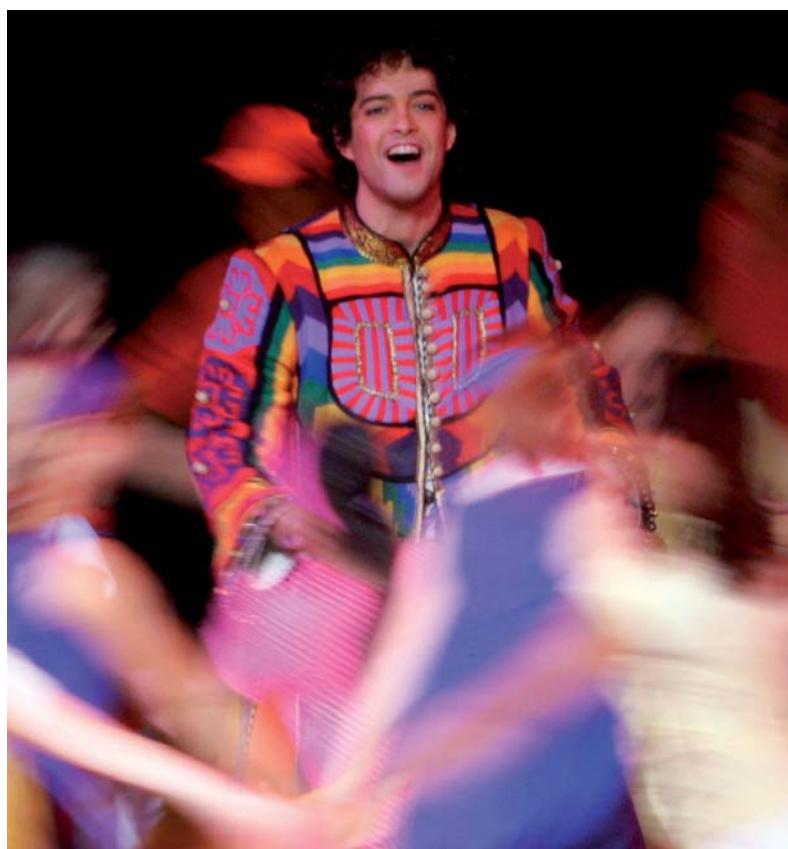
► ShowZone

Joseph and the Amazing Technicolor Dreamcoat has been the subject of at least 12 different cast albums.

'Any Dream Will Do' from *Joseph* was voted the Broadway Song of the Year in 1981 and awarded an Ivor Novello Award in 1991.

Joseph has a strong history of first class professional productions. It has played in 13 different countries, touring extensively, including 80 different cities in the US.

The 1991 London Palladium production ran for a total of 2½ years, attracting an audience of 2 million people, and earning a box office of approximately £50 million. Including the replica productions of this show, the total worldwide box office since 1991 exceeds £200 million.



It is currently estimated that the show has been performed in nearly 20,000 schools or local amateur theatres, involving over 700,000 performers of all ages, and with an audience in excess of 9 million people.

Today there are nearly 500 school or amateur productions each year in the UK, and over 750 in the US and Canada, together with other productions in Australia, Germany, South Africa and various other territories worldwide. The enormous fan base attracted by the musical is therefore effectively renewed by another generation of children, their parents and friends every single year.

In 1999, Really Useful Films released a film version of the successful London Palladium production starring Donny Osmond, Joan Collins and Richard Attenborough.

A 'singalonga' version of the show was launched in 2001, using the 1999 film, which continues to tour the UK.

The hit TV show *Any Dream Will Do* had millions of audience members voting every week to choose the actor to play Joseph in the brand new 2007 production of *Joseph and the Amazing Technicolor Dreamcoat* at London's Adelphi Theatre.



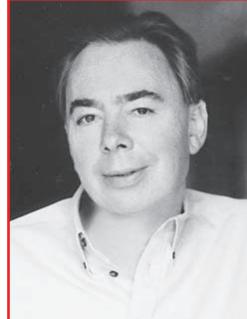
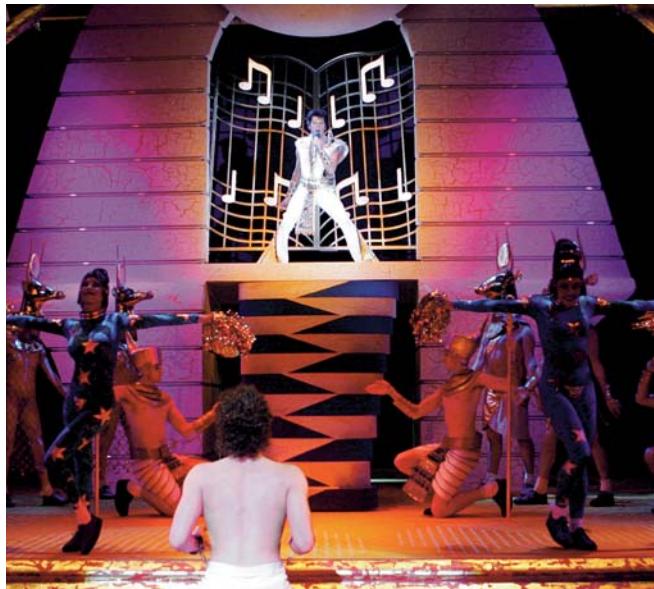
THE PEOPLE BEHIND JOSEPH



TIM RICE wrote the lyrics to *Joseph*. He was born in 1944 in Buckinghamshire. He went to university to study law but gave it up to join EMI. *Joseph and the Amazing Technicolor Dreamcoat* was his first collaboration with Andrew Lloyd Webber. This was followed by *Jesus Christ Superstar* (1969-71) and *Evita* (1976-78).

Among Tom Rice's other hits are *Chess* (1984) written to the music of Benny and Björn of Abba, and the lyrics for *The Lion King*, to music by Elton John. He won an Oscar for Best Original Song and a Golden Globe for 'A Whole New World' (music by Alan Menken) from the film *Aladdin* (1993).

Tim Rice was knighted in 1994. He is the co-author of the *Guinness Book of British Hit Singles* and a co-founder of Pavilion Books. He has appeared as an actor, playing small parts in films, and his luxury on *Desert Island Discs* was a telescope. He owns a cricket team, writes books and his autobiography, *Oh What a Circus!*, was published in 1999.



ANDREW LLOYD WEBBER wrote the music for *Joseph*. He was born in 1948. He has written many musicals including: *The Likes of Us*, *Jesus Christ Superstar*, *By Jeeves*, *Evita*, *Variations* and *Tell Me on a Sunday* – later combined as *Song & Dance*, *Cats*, *Starlight Express*, *The Phantom of the Opera*, *Aspects of Love*, *Sunset Boulevard*, *Whistle Down the Wind*, *The Beautiful Game* and *The Woman in White*.

He composed the film scores of *Gumshoe* and *The Odessa File*, and *Requiem*, a setting of the Latin Requiem Mass.

He has also produced in the West End and on Broadway. In 2002 in London he presented the groundbreaking A R Rahman musical *Bombay Dreams*. In 2004 he produced a film version of *The Phantom of the Opera* directed by Joel Schumacher.

In 2006 he oversaw the new production of *Evita* in London, a unique version of *The Phantom of the Opera* in Las Vegas and his new production of *The Sound of Music* at the London Palladium.

He bought the Palace Theatre in 1983 and now owns seven London theatres including the Palace, the Theatre Royal, Drury Lane, and the London Palladium.

In December 2006 he received a Kennedy Center Honor, one of the highest awards for achievement in the arts in the United States. Other awards include seven Tonys, three Grammys including Best Contemporary Classical Composition for *Requiem*, six Oliviers, a Golden Globe, an Oscar, an International Emmy, the Praemium Imperiale and the Richard Rodgers Award for Excellence in Musical Theatre. *The Beautiful Game*, which used the sectarian war in Northern Ireland as a metaphor of the tragedy of religious conflict worldwide, was his first to receive the London Critics' Circle Award.

He was knighted in 1992 and in 1997 he became Lord Lloyd-Webber of Sydmonton in the New Year Honours list.



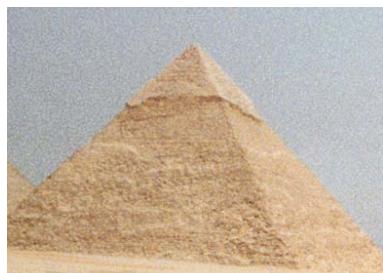
SOME INTERESTING FACTS ABOUT ANCIENT EGYPT

Five thousand years ago, along the Nile, a fascinating civilisation existed. From the clues they left behind, we know that the Egyptians were great artists, builders and farmers. They understood the flooding patterns of the Nile and were able to grow surplus crops and store them in huge granaries for the years of drought.

EGYPTIAN SOCIETY The most powerful person in Egypt was the king, known as the Pharaoh. In the Ancient Egyptian language, this literally meant 'great house', so the Pharaoh was named after his palace. Next came the viziers, provincial governors and senior officials. Beneath them were the scribes. There were also doctors, architects and administrators, all of whom could read and write. The priests had their own hierarchy, and religion was very important to the Ancient Egyptians, who had over 2,000 gods, with Amun-re at their head. Most ordinary Egyptians were peasants who laboured on the land or on building the pyramids and palaces of the kings. There was also a large slave population, captured from surrounding lands, many of whom worked in the households of the wealthier classes.

MEDICINE AND MAGIC The Egyptians understood how to use drugs and plants in medicine, although they often combined their use with magic. They were expert embalmers, developing techniques over the centuries to ensure the preservation of the dead, believing that the body had to remain whole in order to have an afterlife. The mummification process could take 70 days. As a result of cutting up so many dead bodies, they had a very advanced knowledge of anatomy and physiology.

THE CALENDAR The Egyptians studied the moon and the stars and were the first people to recognize the 365 1/4 day calendar. Their calendar had 12 months, each consisting of three 'weeks' made up of ten days, then they added on five extra days at the end of the year. Their calendar was probably based on the stars and the flood patterns of the Nile.



PYRAMIDS As soon as a Pharaoh ascended to the throne, the construction of the pyramid which would contain his tomb began. The first pyramids were designed by Imhotep, the great architect, who built a 200 foot high, stepped pyramid near Memphis. He was later made into a god – the god of medicine. Two centuries later the Great Pyramid at Giza was built, using over two million blocks of stone. The Pyramids were mainly built by paid workers, and at Deir el-Medina there are records of the first recorded incident in history of workers putting down their tools in an organised strike.

HIEROGLYPHICS AND PAPYRUS The reason we know so much about the Egyptians is that they developed a form of writing, hieroglyphics, around 3000 BC. The 'hieroglyph' means sacred carving and it was originally found on temple walls and on tombs. With the invention of papyrus, a paper made from a plant which grew along the banks of the River Nile, Egyptians blossomed into a highly literate culture. They recorded their history in great detail, for example, in wills which show how much property was owned and who it was being passed on to, and in lists of building materials and numbers of workers employed. Thus, archaeologists have been able to build up a fascinating picture of Ancient Egyptian life.

DREAMS The Ancient Egyptians and Hebrews believed very strongly in the meanings of dreams. Someone who was able to interpret dreams was highly respected.



JOSEPH IN SCRIPTURE

KnowZone

RE

The original story of Joseph can be found in the Bible in the book of Genesis (chapters 37 to 46) and in the Qu'ran, where it is the story of Yusuf al Karim (Joseph the Wise).

Before you see the show: this discussion can help the children's understanding of the religious texts.



Resources: KS1/KS2 – The Children's Bible. KS3 – Genesis chapters 37, 39, 40-46, or Yusuf the Wise from the Qur'an (Penguin Classics, transl. N. Dawood, pp 165-174. Many other translations available online). NB You will need to look at the story in sections, as it is very long.

Or after your visit to the show, this discussion can re-enforce the story the children have seen on stage.

Discussion Questions

- 1 Why did Joseph's brothers hate him?
- 2 Why did the brothers sell Joseph rather than kill him?
- 3 Were any of the brothers less to blame for selling Joseph?
- 4 How did Joseph's ability to interpret dreams help him?
- 5 Why did Joseph hide the cup in Benjamin's sack?
- 6 How do we know that Joseph's brothers have changed by the end of the story?

Thoughts and Reflections

1 Jealousy: Joseph's brothers are jealous of Joseph. Have you ever felt jealous of a brother or sister or a friend? Discuss how it makes you feel. When you feel confident in yourself, do you still feel jealous?

2 Forgiveness: At the end of the story Joseph forgives his brothers for having sold him as a slave. Have you ever forgiven someone for a bad thing they said or did to you? Was it difficult to forgive them?

Extension activity: Circle time in KS1/KS2: I feel jealous when... I forgave someone when...

KS3/GCSE level – Resources: Genesis chapters 37-36, Yusuf the Wise from the Qur'an (Penguin Classics, transl. N. Dawood, pp 165-174. Various translations online).

- 1 Read the story in both the Old Testament and the Qur'an.
- 2 Discuss: What similarities and differences are there in the two stories?
- 3 How do the two different stories reflect the similarities and differences between Christian and Islamic beliefs?
- 4 What is the importance of forgiveness in the story? Why is forgiveness important in the modern world?
What do different world faiths say about forgiveness?



JOSEPH, JOSEPH, IS IT REALLY TRUE?

KnowZone
HISTORY
RE

Did Joseph exist in history? We examine the evidence for and against

Yeah!



He must be based in historical fact because the details of Joseph's promotion to governor, or viceroy, of Egypt fit with what historians and archaeologists know about how these things were done. He is invested with the insignia of office, he receives a ring, Pharaoh's seal, a linen garment and a golden chain, exactly according to customs recorded in murals which have survived to this day.

But no!



The Egyptians left very clear records of their history but, oddly, there is nothing written about a Hebrew called Joseph becoming a governor in Egypt.

But yeah!



Another historical detail from the Bible story which is accurate is the presence of the Ishmaelite traders who buy Joseph from the brothers. The route from Canaan to Egypt was an important trade route for the Ishmaelites, who brought spices and aromatic products to Egypt. Also Potiphar's name is authentic. In Egyptian it is Pa-di-pa-re, which means 'gift of the god Re'.

But no!

Many Historians believe that the Hebrews never got to Egypt as there are no archaeological records of them there. The story, therefore, may be a myth made up by a tribe of people who dreamed of going to Egypt, as it was known to be a very fertile country, and wished one of their own people could be a ruler there.

But maybe



At around the time when Joseph may have lived, the Egyptian civilisation was conquered by the Hyksos, violent tribes from Canaan and Syria. There is definitely a gap in the records while the Egyptians suffered this invasion. So maybe Joseph did exist and maybe when his family from Canaan settled in Egypt, they brought their families, who brought their families, until someone invited their friends the Hyksos and it all got very messy...

JOSEPH AND THE AMAZING TECHNICOLOR DREAMCOAT

LEARN TO READ AND WRITE **HIEROGLYPHICS!**



A



B



C or S



C or K



D



E



F, PH or V



G



G or J



H



I or Y



L



M



N



O



OO, U or W



P



Q (KU)



R



T or TH



X (KS)



Z



CH



SH

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 on
the right, then make up some of
your own.



JOSEPH WORDSEARCH



Can you find these words in the wordsearch?

BENJAMIN BROTHERS CAMEL CANAAN CUP DAN DREAM
EGYPT GOD HARVEST HONEST JACOB JOSEPH
POTIPHAR PRISON REUBEN SLAVE

Each word can go backwards or forwards, vertically, horizontally or diagonally.



AMAZING TECHNICOLOR ART ACTIVITIES

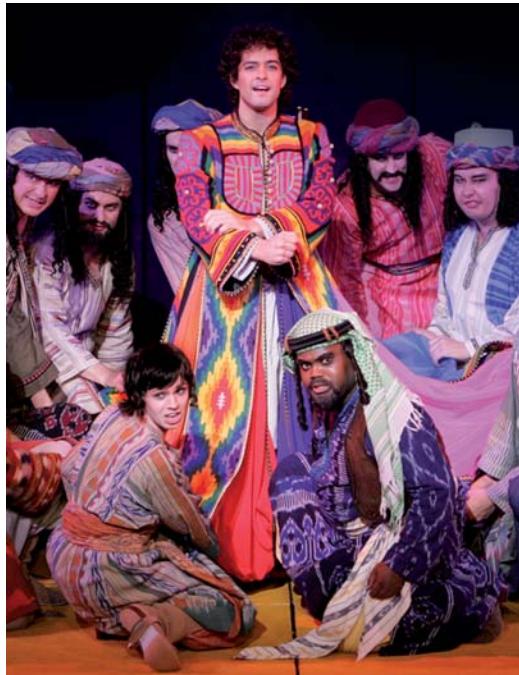
DoZone
ART
SCIENCE

WARM UP: COAT COLOUR BINGO

After you see the show, listen again to the soundtrack and ask the class to write down the colours they remember. Then read out the lyrics of the song. Anyone who gets a full house (that's a total of 29 colours) can shout Bingo!

In case you've forgotten...

...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 choc'late 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.



A FEW IMPORTANT FACTS ABOUT COLOURS

hue – a colour

tint – a lighter version of the hue (with white added)

shade – a darker version of the hue (with black added)

tone – refers to the depth of a colour

temperature – colour temperature is the result of the wavelength of light that is reflected by the colour. Eg **infrared** – the warm side, **ultra-violet** – the cool side.

primary colours – cannot be mixed from other colours

secondary colours – mixes of the primary colours

tertiary colours – mixed from the primary and secondary colours

And a note about spelling: of course the English spelling of colour has a U before the R, as opposed to the American English spelling – color. However, the word Technicolor originated in the film studios of Hollywood as a process for making the first colour films, so in the title of the show and whenever we refer to the coat itself, we will use the American spelling.

Now you are ready to have some fun with colour with the colour wheel and the Amazing Technicolor Dreamcoat for your own action figures to wear.

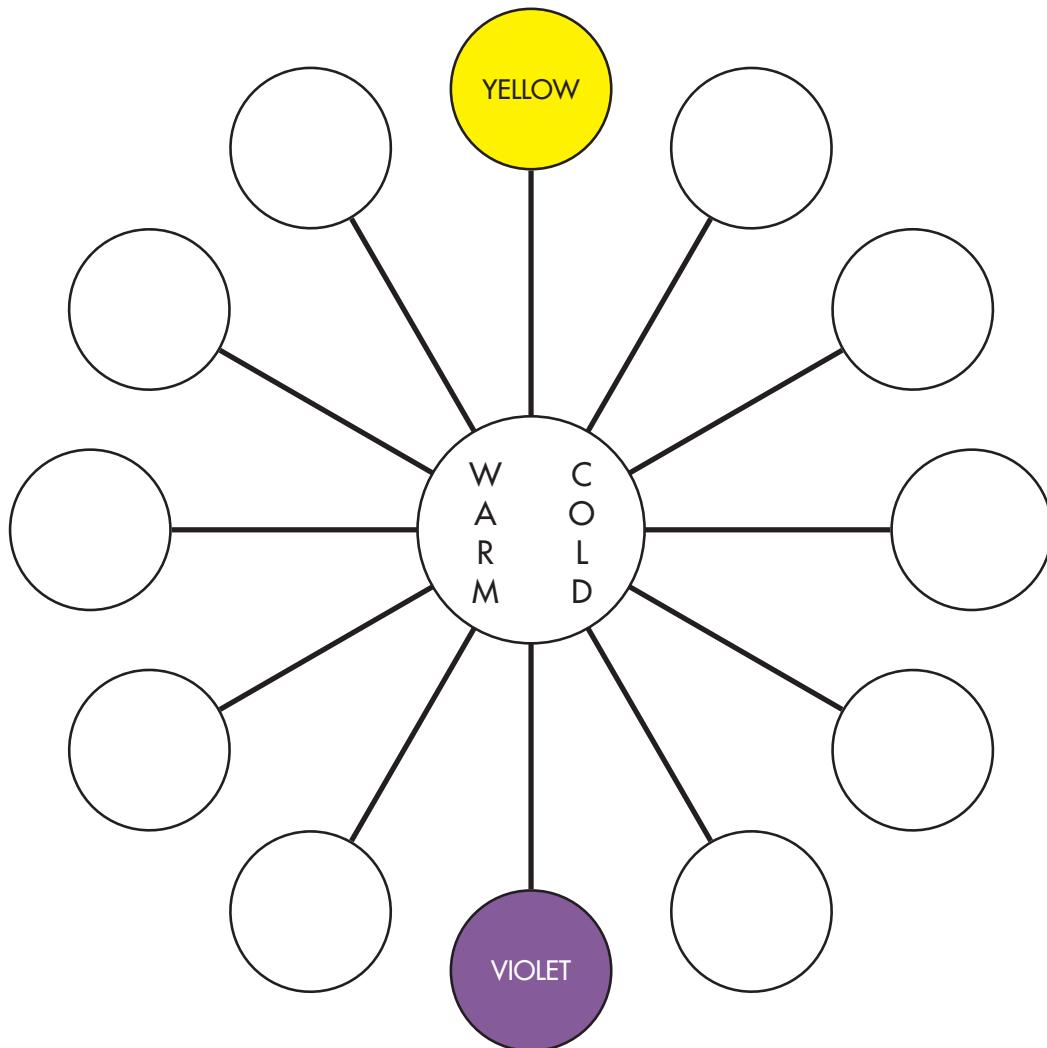
JOSEPH AND THE AMAZING TECHNICOLOR DREAMCOAT

AMAZING TECHNICOLOR ART ACTIVITIES

COLOUR WHEEL

You will need: poster paint, brushes, copies of the colour wheel. For older pupils you might want to try using inks, the colours are very bright, although not as easy to wash off!

Fill in this Colour Wheel. We've started it off for you. See the bottom of the page for the suggested colours, decide what order they should go on to the wheel, mix your own colours in poster paint or inks and fill in the circles on the wheel with a paintbrush.



Colours (in jumbled order): blue, orange, red-violet, green, yellow-orange, blue-green, yellow-green, blue-violet, red, red-orange.

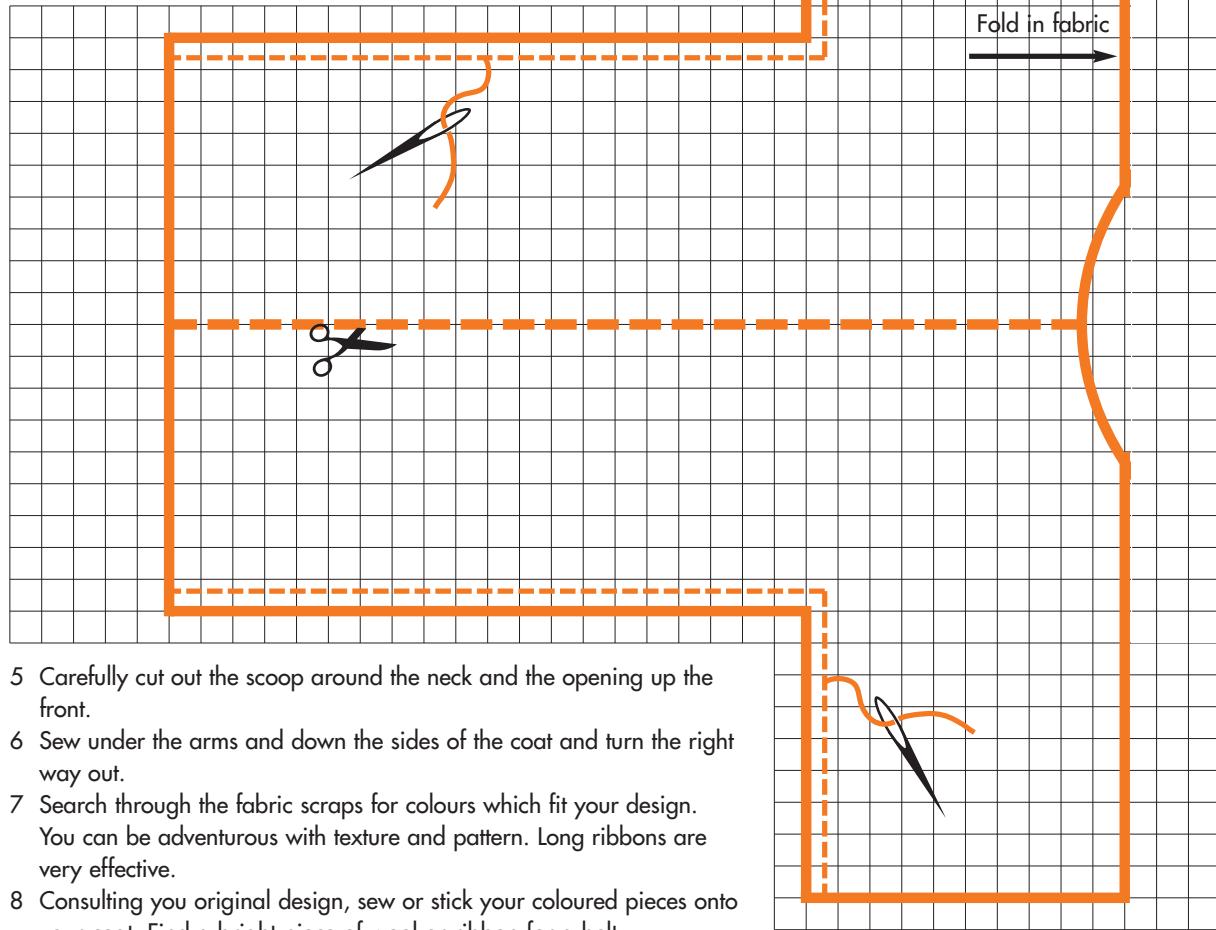
AMAZING TECHNICOLOR ART ACTIVITIES

DoZone
ART

INSTRUCTIONS FOR AMAZING TECHNICOLOR COAT DESIGN TO FIT 30CM ACTION FIGURE

You will need: coat template in A4 and A3 size, poster paint, crayons or pens, fabric scraps, ribbon, wool, a 30 x 24 cm piece of felt, needle and thread.

- 1 Decide what colours you would like to use and first paint the colours onto the coat template. You can decide what patterns to create: stripes or diamonds or something more ambitious!
- 2 Enlarge the template onto an A3 sheet of paper.
- 3 Take a piece of felt measuring 30 x 24 cm and fold in half.
- 4 Pin the pattern over the fabric and cut out carefully, keeping the fold in the fabric, to save on sewing.



- 5 Carefully cut out the scoop around the neck and the opening up the front.
- 6 Sew under the arms and down the sides of the coat and turn the right way out.
- 7 Search through the fabric scraps for colours which fit your design. You can be adventurous with texture and pattern. Long ribbons are very effective.
- 8 Consulting your original design, sew or stick your coloured pieces onto your coat. Find a bright piece of wool or ribbon for a belt.
- 9 Fit the coat onto your action figure and display him in an Amazing Technicolor Coat Parade – he's a walking work of art!

JOSEPH AND THE AMAZING TECHNICOLOR DREAMCOAT

JOSEPH IN CLASS

DoZone
DRAMA

Here are some ways in which you could use your visit to the show as a stimulus for drama exercises in class, mapped to the National Curriculum:

KEY STAGE 1

Range

a) working in role

Skill

- use language and actions to convey situations, characters and emotions

Activity

Listen to the song 'Close Every Door to Me'. Ask each child to work in their own space and imagine they are Joseph and they have just been put in jail. Is it hot or cold, day or night? What can they hear outside the cell? Play the song again and they can act it out with movements.

Half the group stay as Joseph, while the other half become the jailer bringing him his first meal. Ask the children to act out the conversation they have.

Range

b) presenting drama and stories to others

Skill

- create and sustain roles individually and when working with others

Activity

Use the synopsis to retell the story of *Joseph* and ask the group to imagine the story as a picture book. You can decide in advance (depending on your group size) how many 'pictures' the story has. Ask for volunteers to create a still picture, or tableau, from the beginning, the middle and the end of the story. Now you have three pictures to start off with, encourage the rest of the class to create the pictures in between, so that everyone is taking part in at least one still picture. You may use one or several narrators to explain each picture and so re-tell the story as a whole class activity.

Range

c) responding to performances

Skill

- comment constructively on drama they have watched or in which they have participated

Activity

Use circle time to ask everyone to share one thing which they saw, heard or felt when they went to the theatre.

Writers may be able to create a short review or fill in a writing frame eg the story was about... My favourite character was... The actors wore.... The lights made the stage look....

What was your favourite moment in the show? Draw a picture of what you saw on stage. What colours can you remember?

KEY STAGE 2

Range

a) improvisation and working in role

Skill

- use dramatic conventions to explore characters and issues, eg hotseating, flashback, representing issues in different ways
- create, adapt and sustain different roles, individually and in groups

Activity

Whole class role play. Joseph's brothers are in court on charges of abduction, assault and attempted murder. Assign roles for the brothers, defence and prosecution lawyers, jury and witnesses. Have a copy of the *Children's Bible* to hand for reference. Each character will be 'hot-seated' on the witness stand. The jury will decide which brothers are guilty.

Range

b) scripting and performing plays

Skill

- use character, action and narrative to convey story themes, emotions and ideas in devised and scripted plays

Activity

Improvise your own version of the first part of Joseph's story but in a modern setting. Perhaps Jacob runs a restaurant instead of keeping sheep.

When you have come up with your story, write it as a script, which you will then use to rehearse from.

Range

c) responding to performances

Skill

- evaluate their own and others' contributions to the overall effectiveness of performances

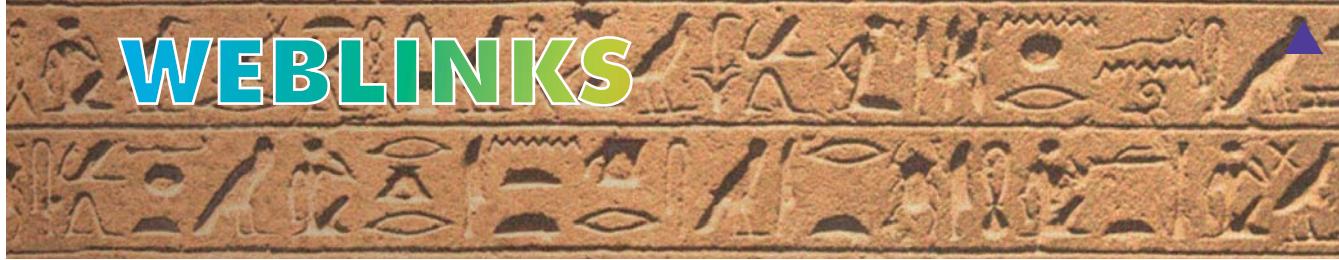
Activity

Write a review of *Joseph and the Amazing Technicolor Dreamcoat*.

Things to think about:
Costume, lighting, direction, acting, singing, dancing, the audience, the set, the music.



WEBLINKS



The Really Useful Theatre Company and The Really Useful Group are not responsible for the content of external websites

www.reallyuseful.com – comprehensive website all about Andrew Lloyd Webber's company

shop.reallyuseful.com/Store – for the cast recording, also available on iTunes

www.bbc.co.uk/joseph – the official site of the BBC show which found the new star to play Joseph

www.bbc.co.uk/fameacademybursary/ – for information about the Fame Academy Bursary which helps aspiring young performers. Part of the cost of phone call votes for *Any Dream Will Do* went to the Fame Academy Bursary

www.theatrecrafts.com/glossary/glossary.shtml – useful glossary of theatrical terms

Answers to the teachers quiz on page 2:

1 – 12. 2 – Donny Osmond. 3 – Lee Mead. 4 – Tim Rice.

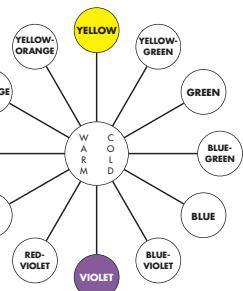
Answers and solutions to DoZone

Page 13: Joseph, theatre, Egypt, dreamcoat.

Page 14:

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

Page 16:



EDUCATION PACK CREDITS

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Joseph 2007 Production Photography by Tristram Kenton

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