

EVERYBODY'S TALKING ABOUT
JAMIE
THE HIT MUSICAL FOR TODAY



POST SHOW - STUDENT RESOURCE
Live Theatre Review Booklet

QUICK FIRE QUIZ

- 1 Which city is the show set in?

- 2 What's the name of Jamie's best friend?

- 3 What job does she want to do when she leaves school?

- 4 What career choice does the computer give Jamie in the opening scene?

- 5 What's the name of Margaret's best friend?

- 6 Where were the orchestra sat?

- 7 What is Jamie reading in the opening scene?

- 8 What colours are the balloons and bunting at Jamie's birthday celebration?

- 9 What is the name of the drag club?

- 10 What is the name of Jamie's dad's new wife?

- 11 Who does the set changes?

- 12 Which channel was the original TV documentary broadcast on?



WHAT DID YOU THINK OF THE CREATIVE DECISIONS AND USE OF THE PRODUCTION ELEMENTS?

This resource is intended to help you reflect on your visit to **Everybody's Talking About Jamie**. There is no set format to organising your thoughts and opinions and the following prompts are only a guide to structuring your notes.

This booklet includes sections on:

1. What stood out for you
2. Themes and messages
3. Set design
4. Performer/ acting
5. Lighting
6. Projection
7. Props
8. Directing style
9. Costume

REMEMBER:

- Your personal response is the most important aspect of any review.
- Use the correct dramatic vocabulary. There are prompts at the start of each section to help you.
- Be **ANALYTICAL**. Think about what worked really well, and what didn't work as well.
- Imagine the reader has not seen the shows you need to be very detailed and specific in describing the visual, physical and aural aspects of the production.

PAINT THE PICTURE, CAPTURE THE IMPACT AND THE ATMOSPHERE



Fill in these sheets as soon after seeing the show as possible.

1. WHAT STOOD OUT FOR YOU

Write or draw anything you remember. Don't worry about being neat!

a feeling?	a scene?	a costume?
an overall mood?	a word or phrase?	a sound?
a song?	an idea?	an action?
a character?	a dance?	an image?

2. THEMES AND MESSAGES

a. Which of the following themes stood out in the production?

Identity

Ambition

Careers

Friendship

Bullying

Hatred

Race

Religion

Being yourself

Now add your own:

b. Describe the show, in one sentence, to someone who hasn't seen it:

c. Pick a scene or moment that stood out. Think about colours, lighting, songs, characters:

d. Did this production surprise you in any way? Was it different to how you predicted a musical would be?
If so, how?

3. SET DESIGN

Useful vocabulary:

Style: naturalistic, minimalistic, stylised, colourful, atmospheric, simple, complex, symbolism

Construction: flats, gauze, platforms, steel decks, levels, hydraulics, automation, tracks, revolve, flies, scene change

Furniture: style, period, materials used, aspirational, shabby

Positioning: scale, perspective, sightlines, levels

a. Describe the set and staging. Think about answering the following: Type of set? Colours?

b. Which of the sets surprised you?

c. Describe a moment when the set is used effectively to enhance the narrative?

d. Describe 2 moments when levels were used effectively?

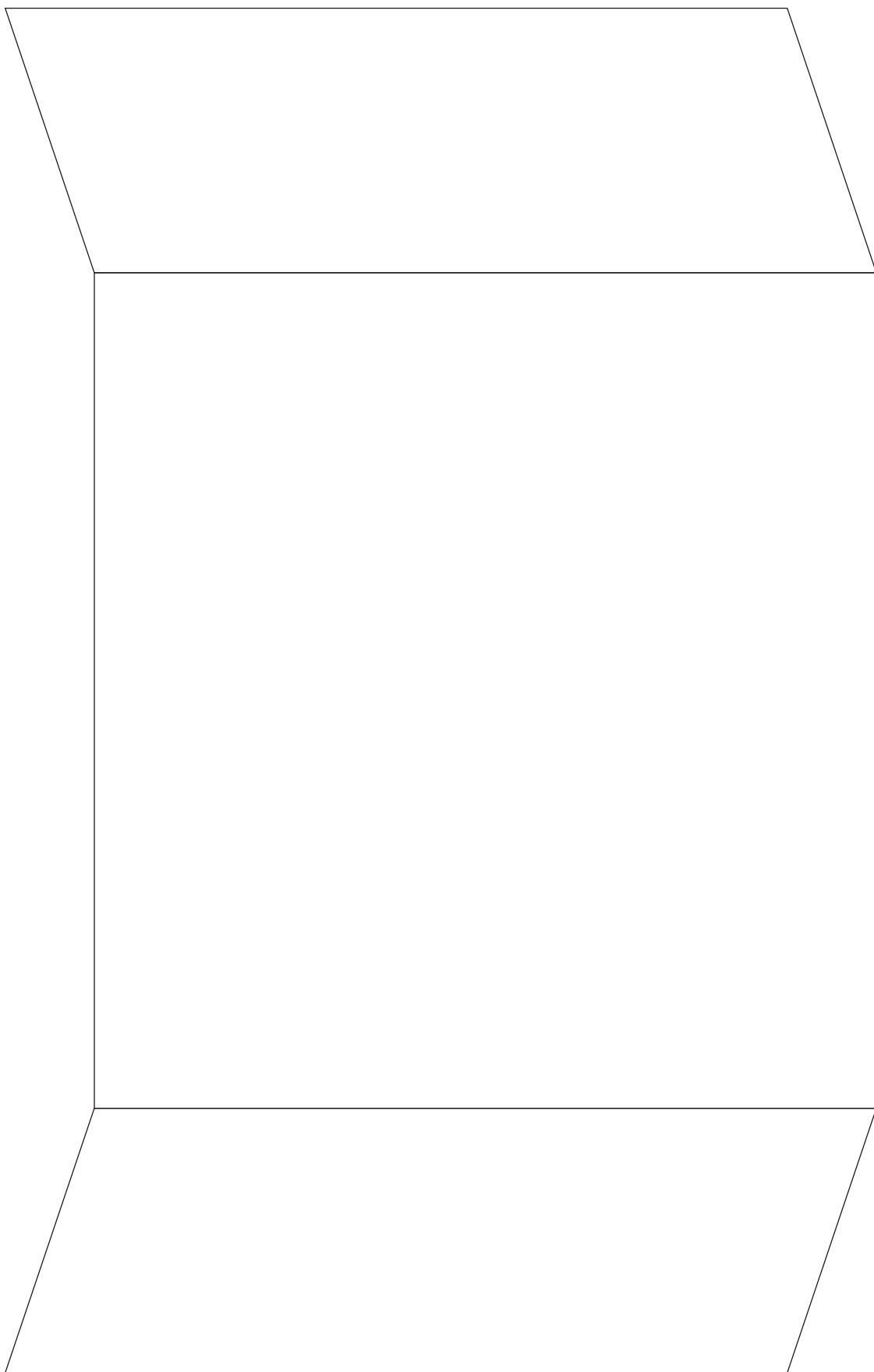
3. SET DESIGN continued

e. How was the staging adapted when different characters entered the space?
Did it change for different characters? Why?

f. How was the set used to enhance the choreography?

g. How were the sets changed? And who changed them?

3. SET DESIGN continued



Use this template of a proscenium arch stage to sketch some of the sets that had the biggest impact on you. *Label your sketch with key words about **texture**, **movement**, **levels** and different **materials**.*

4. PERFORMERS / ACTING

Useful vocabulary: protagonist, antagonist, conflict

Style: natural, exaggerated, stereotype, shallow, complex

Voice: volume, pitch, articulation, resonance, timbre, nasal, rhythm

Movement: posture, gait, fluid, rigid, hunched, tense, relaxed, gesture

- a. Who were the protagonists and antagonists? How did you know this?
(think about staging, scenes with other characters, and particular songs).

- b. Describe how one of the actors uses their voice and movement to portray their character.
Try to give detailed, specific examples from the play.

- c. Describe a key moment of the performance. How does the acting, direction and staging contribute to the effectiveness of this moment?

4. PERFORMERS / ACTING continued

- d. What sort of rehearsal techniques do you think the director would have used with the cast?
Are there any activities or games that would have helped for particular scenes?

- e. Which characters did you relate to the most and why?

- f. Character analysis: Pick 3 characters and a key moment for each one.
Then think about the way they portrayed themselves, filling in the table below.

Character	Key moment	Voice	Gestures	Eye contact with others	Posture

5. LIGHTING

Useful vocabulary: protagonist, antagonist, conflict

Mood/atmosphere: tense, relaxed, sterile, claustrophobic, tranquil, loud, busy, warm, cold

Effects: fade, snap, projection, gobo, silhouette, shadow

Technical: Lanterns, floods, follow-spot, floor-lights, back-lit, barn doors, blackout, full-intensity, wash, dim, harsh, bright.

a. Were there any lighting states in the performance that made an impact on you? If so, which scenes?

b. How did the lighting contribute to the themes of the story?

c. How did the colour palettes used create atmosphere?

6. PROJECTIONS

a. Describe a moment when projections were used in a naturalistic way.

b. Describe a moment when the projections were used in an abstract way.

c. Why did the designers use projections and not traditional set back drops?
What effect does this give to the overall production?

7. PROPS

a. List 3 props used in the show:

Prop			
Key moment			
How prop was used			
Symbolism and connotation			

b. Were they used to enhance narrative, character or choreography?

8. DIRECTING STYLE

Useful vocabulary:

Genre: farce, comedy, tragedy, absurd, musical theatre, melodrama, realism

General: themes, symbols, elements, idea, influences, vision, enhancement, rehearsal process / techniques, character development, relationships, intention, impact, tension, links, contracts, conflicts, interpretation, choices, justification.

a. What is the overall genre of the production?

**b. What were the different styles the director used? Naturalistic? Brechtian?
Or any other theatrical influences? (for example, dance, mime, song etc).**

**c. How did the director highlight the social and historical context of the story?
(for example, how did you know where it was set, and what kind of background the characters came from?).**

8. DIRECTING STYLE continued

d. Describe a moment when the director used movement and/or space to highlight an idea or emotion.

e. Were there any moments of tension or conflict? How effective was it?
(How did it make you feel as an audience member?).

f. Were there any repeated ideas that stood out? This could be in the acting style (characters' gestures) or in the set, lighting and sound.

g. Did the director vary the pace of the production? When and how?

9. COSTUME

Useful vocabulary:

fabric, colour, texture, layers, trimming, buttons, zippers, length, condition, smart / distressed, symbolic, representative, time period, historical, authentic, naturalistic

a. Which costumes did you like in Everybody's Talking About Jamie? Were there any that stood out?

b. Describe the costume of one of the main characters.

c. What clues does the costume tell you about the character? What does the costume symbolise?

d. Pick two contrasting costumes and describe what they say about each character:

Examples: i) Jamie's school uniform and Mimi Me's dress;

ii) Margaret and Ray's costumes; iii) A drag queen costume and Jamie's dad's costume.

6. COSTUME continued

e. Were there any costumes that used particular colours, shades, textiles or textures to add meaning to character or scene?

f. What colours are used by the costume designer? What do they represent?

g. Use this space to sketch any costumes that stood out for you, label the parts that stood out and what it tells the audience about the character:

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These resources are created by Rebecca Yeoh for **The ArtsLink**, and secondary drama teacher, Olivia Chappell.

Answers to quick fire quiz from page 2
1 Sheffield 2 Pretty 3 A Doctor 4 Fork-lift truck driver 5 Ray 6 On set, in the school
7 A magazine 8 Blue and pink 9 Legs Eleven 10 Cheryl 11 The ensemble 12 BBC Three