

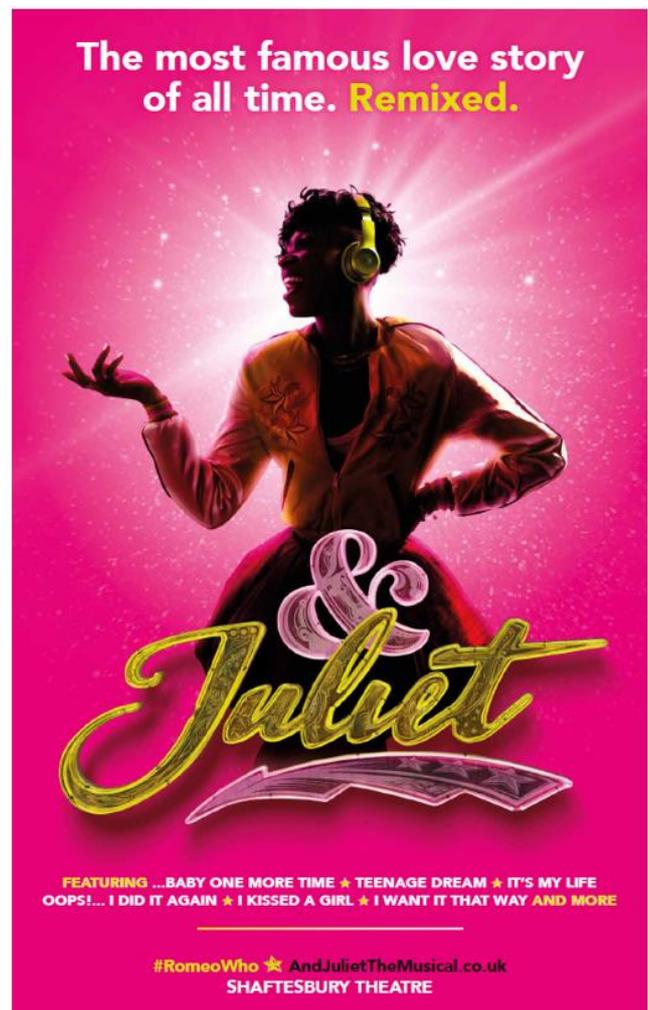
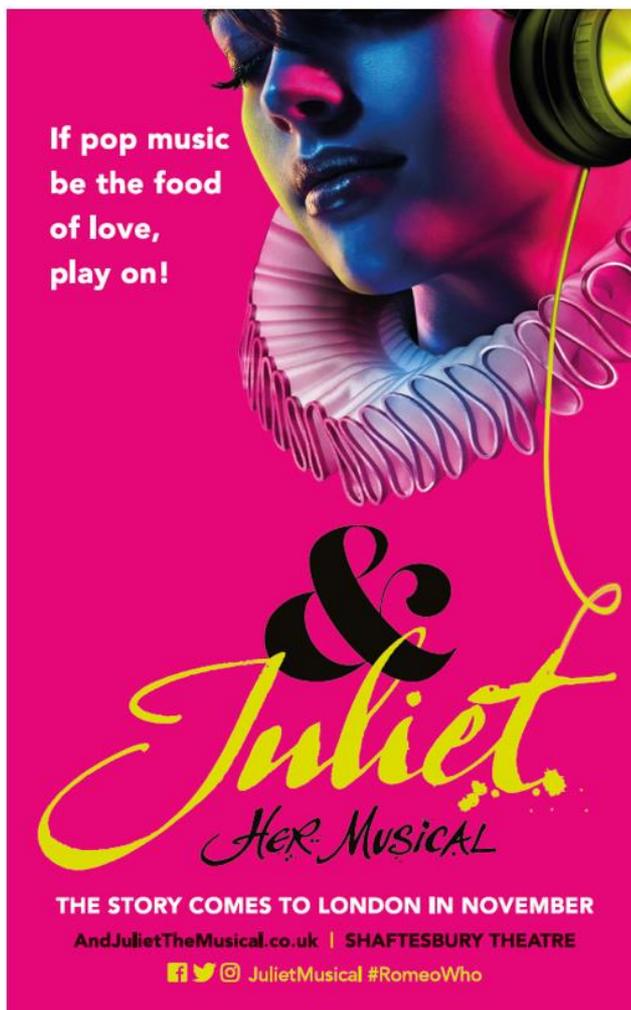
Seeing the show

Before you see the show, it's helpful to consider what you're expecting, and how you think the show might look and sound. By having clear expectations about what you're going to see, you will find it much easier to analyse the production afterwards by comparing it with your original expectations.

Images and logos:

Look at the artwork for the *& Juliet* advertising. What do you notice? What does the colour suggest? How does the image of Juliet combine the style of music of Max Martin and the original historical context of William Shakespeare's plays? How has the original quotation (If music be the food of love, play on) been altered to match the style of the show? When marketing a show, a variety of images and text might be used during the advertising campaign. *& Juliet* will play in London after a run in Manchester and so it has had an advertising presence for a number of months.

Compare the two posters: which one do you think is more effective and why? Why might it be important to use different images at different stages in an advertising campaign?



Advertising, social media and press

& Juliet is described on its website as:

What if Juliet's famous ending was really just her beginning? What if she decided to choose her own fate?

Join Juliet on this sensational journey of self-discovery and second chances, told through some of the most glittering pop anthems of the last three decades from legendary songwriter Max Martin, including ...*Baby One More Time, Since U Been Gone, Roar, Everybody (Backstreet's Back), Love Me Like You Do and Can't Feel My Face.*

& Juliet is the hilarious new musical that proves when it comes to love, there's always life after Romeo...

What are you expecting about the following elements?

- Acting style
- Choreography
- Set and costume design
- Music performance – live and/or recorded
- Use of lighting and projection
- Language used in the play (it is about a Shakespearean character, after all!)

As well as the website (www.andjulietthemusical.co.uk) take a look at @julietmusical on Twitter and Instagram. You'll find a range of photos, comments and reviews from members of the cast, audience members, and describing the show itself. Looking through these posts what atmosphere are you expecting?

Writing notes....

Before the show:

Look around you. What can you see?

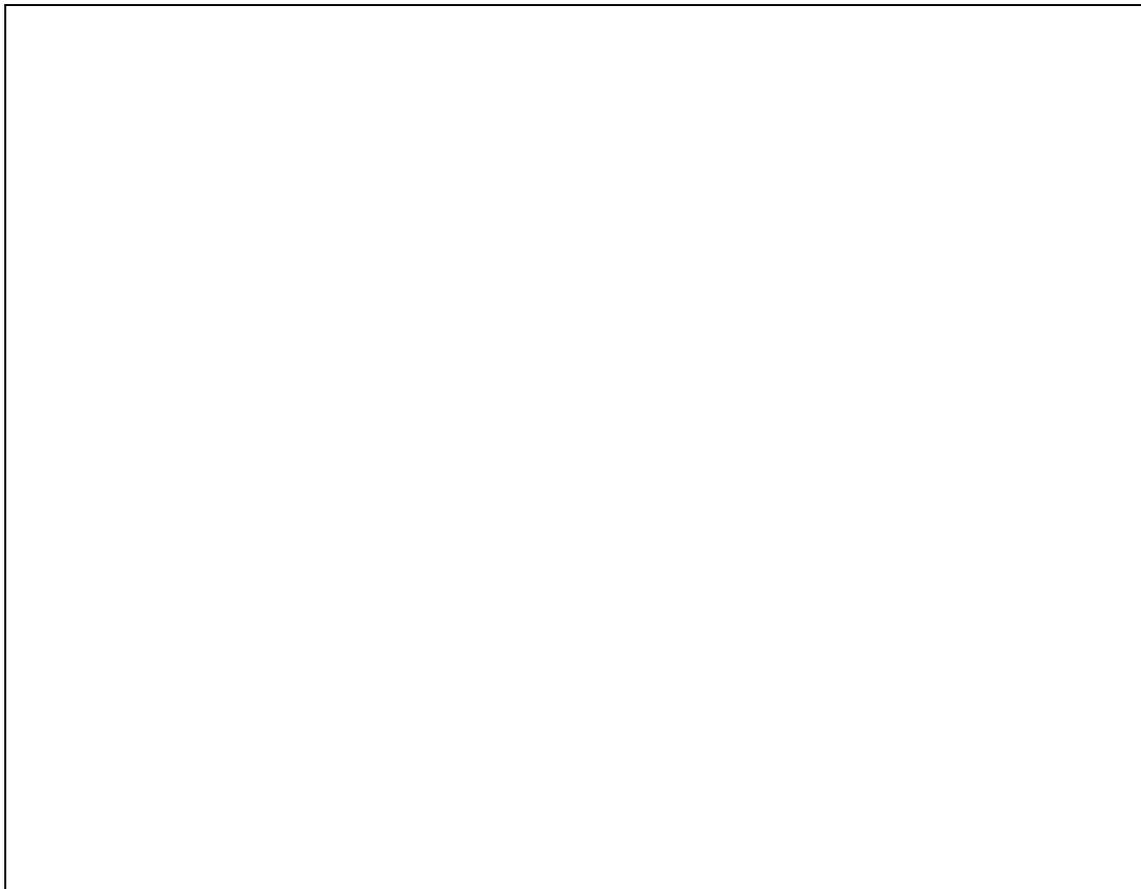
For I ne'er saw true beauty till this night!

As soon as you enter the auditorium, what do you notice? What can you hear and see? Look closely at the stage, from the very edge near the audience, to the far back wall. What colours and shapes have been used? Can you predict how some of the items might be used in the opening of the show?

Now listen:

Focus on the **soundtrack** – it's an instrumental version of some of the songs that are included in the show. But what has also been added? Why has this been done? What sort of **mood** and **atmosphere** does this create?

In the space below, draw and label the pre-show set. Remember to consider **shape, size, scale, colour, texture/material, lighting focus** etc.

A large, empty rectangular box with a thin black border, intended for students to draw and label the pre-show set. The box occupies the lower half of the page and is completely blank.

&Juliet is a fast paced, eventful, bright and loud show! You won't be able to capture all of the information below, so your teacher will allocate you a few of the elements which you will focus on, and feedback to your classmates. Together you can create a very comprehensive set of a notes!

Act One

	Notes	Information
1 (the Prologue)	The stage directions state that there is "a play in progress". During the pre-show action and opening minutes of the show, how do the actors create a sense of being in rehearsal? Consider movement, interaction, props, use of set and creation of individual characters.	
2	David West Read, the writer of &Juliet states that Shakespeare was the pop star of his time. How are set, costume, lighting and special effects used to create his popstar entrance? How does the actor (Oliver Tompsett) create his character's sense of ego and importance?	
3	The first song is Larger Than Life. How does the choreographer Jennifer Weber create a sense of ensemble? How does she also mirror the style of pop videos? How do the performers use the set during this song?	
4	The relationship between Shakespeare and his wife Anne is very important to the action of the show. How do the performers use their voices and bodies to communicate their relationship? How do they use the set during their dialogue, and in the song I Want It That Way? How is comedy created? Whose side are you on?!	
5	The design notes in the script state, "Juliet's own interpretation of Elizabethan fashion should be distinctive." How is this achieved in her first scene, in the Capulet tomb?	

6	How does the set change from the rehearsal room to the Capulet tomb? How is the ensemble used? How does the lighting and sound change at this point? What can you see that suggests a tomb? (Don't forget to look at the cyclorama .)	
7	This moment in the tomb is the moment where Juliet's story changes from the original Romeo and Juliet. How does the performer Miriam-Teak Lee communicate her character's thoughts using song, physical movement, use of props and use of space to demonstrate her thought process? Although she is singing rather than speaking, consider how she delivers the song to communicate the serious nature of her thoughts.	
8	The funeral scene creates comedy when Juliet realises she is not Romeo's only girlfriend. How do the performers create this comedy? How does this affect your attitude to Romeo?	
9	The scene quickly changes from the tomb to Juliet's bedroom. How is this achieved and what can you now see? Look particularly at the colour palette that has been used for Juliet's room. What might it communicate to the audience about her personality?	
10	Juliet's Nurse and her best friend May are introduced in this scene. How do the performers create a sense of intimacy and trust? Think particularly about eye contact , movement around the stage, physical contact and vocal skills .	
11	In detail, what are Juliet, May and the Nurse wearing? After they decide to leave Verona, how do each of them change their appearance?	

12	In this scene, April enters. How has her costume changed to reflect Anne's change from her identity of Shakespeare's wife to performing in her version of the story as a younger woman?	
13	Several times during the play, the action is interrupted by dialogue between Shakespeare and Anne. How is this achieved? What do you notice about where the performers (Oliver Tompsett and Cassidy Jansen) are on the stage during this interaction?	
14	How is the journey to Paris created? What do you notice about other references to Shakespeare? (Check out the registration plate of the carriage). Describe the carriage in detail.	
15	The action moves to the Du Bois party. We are introduced to Lance (played by David Bedella) and Francois (Tim Mahendran). How do the actors create the awkward relationship between a father and son? How do they use vocal skills to suggest a change of location? (this is important later on!)	
16	How does the set reflect the exterior and interior spaces of the Du Bois castle? What changes are made to make it clear when there is a change of location?	
17	During the performance of Blow, how is Juliet's increasing confidence and independence communicated? Focus on Miriam-Teak Lee, and the way in which she moves, sings and interacts with the set. What is your reaction to her character at the end of this number?	
18	The mood and atmosphere changes considerably during the more intimate conversation between May and Juliet. During this and the song, how do the two performers create a sensitive mood, and how does May (played	

	by Arun Blair-Mangat) communicate their emotions?	
19	When Lance (played by David Bedella) enters with Madeline, how do the performers communicate the awkward and tense atmosphere? Look in particular at use of space, eye contact, body language and facial expression , as well as vocal skills such as tone and volume . Continue to notice how Francois and Juliet speak after Lance and Madeline exit.	
20	How does the set change to communicate the garden location? Francois and Juliet spend the night in the carriage, which is on stage, but what else can you see?	
21	Lance and the Nurse meet for the first time in many years. How do the performers (David Bedella and Melanie La Barrie) communicate the emotions of the characters at this meeting?	
22	The set rapidly changes to show a bedroom. Describe what you can see.	
23	The development of Anne and Shakespeare's own story appears at this point. Anne begins to deliver a soliloquy. How does the choreography mirror the tension in the relationship. Tango is a dance associated with passion and romance but can also communicate tension. How is this achieved here?	
24	The second meeting between May and Francois is important. How do the actors communicate the awkwardness and vulnerability of these two characters? Of particularly importance is the delivery of a sonnet. How do the two actors deliver the iambic pentameter rhythm, and what sound effect is added to draw attention to it?	

	<p>Watch how the choreography, use of ensemble and set develops during 'I Kissed A Girl'. What is your response as an audience member?</p>	
25	<p>In a contrast to the interaction between two people, Romeo's entrance creates a spectacular close to Act One. How is the set transformed to the tomb? How does Romeo enter? What is your reaction as an audience member? What special effects and lighting are used to create this climax? Include the use of pyrotechnics here.</p>	
	<p>Reflections During the interval, note down your reactions to the show. Consider mood, atmosphere, what made you laugh, were there any moments that made you sad? Who is your favourite character and why? What element of the set has been most effective in Act One?</p>	

Act Two

SET CHANGES

Before the start of the second act, draw how the set changes. Now that Romeo has re-entered the story, how does his influence start to show?

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	Notes	Information
1	At the opening of this act you will notice that several of the characters have had a costume change. What can you see, and what do the changes communicate to you as an audience member?	
2	The duet between May and Francois (What Do You Want From Me?) communicates aggression, regret, frustration and confusion. How do the actors achieve this whilst performing this song? Think in particular about their proximity to each other and the use of eye contact.	
3	In reference to some of the dialogue from <i>Romeo and Juliet</i> the projections help create a more intimate atmosphere. What can you see? What aspects of the set help create a more romantic and idyllic tone for the interaction between Romeo and Juliet?	
4	When the cast sing Problem, both Romeo and Juliet have their own backing dancers. Watch the choreography closely. How do they use the set to help communicate Romeo and Juliet's own feelings? How are lighting, projection and set used here?	
5	As Juliet prepares for her wedding, note down her costume, and also	

	that of the Nurse. How have their characters changed at this point? How has this been communicated through the costumes that they are wearing?	
6	As Francois also prepares for the wedding, comedy is created through his costume (the armour breast plate is far too small) but also the actor's body language and facial expression. How does he interact with Lance to create comedy, but also to express his nervousness about his wedding?	
7	The relationship between Juliet and April in the preparation for the wedding is one of the emotional climaxes of the play. How do the two actors work together to create a sense of trust, April's sadness and Juliet's curiosity?	
8	How does Cassidy Jansen perform 'Don't Give Up On Yourself' to create sympathy from the audience? How has she developed as a character since the beginning of act one, and how has this been achieved, both through acting and through design elements?	
9	In preparation for the wedding, a number of the male characters form 'Du Bois Band'. What do Romeo, Lance, Francois, Shakespeare and May each wear? How does each costume help retain their individual personalities as well as creating an overall boy band look?	
10	During the vows, the song 'As Long As You Love Me' is sung. How does Francois use a prop to create comedy during this song, and how does Juliet react? How do you respond as an audience member to her objections?	
11	How did you, and the rest of the audience, respond to Francois' decision? How was this created?	

	What do the rest of the characters do on stage?	
12	<p>Write down as much as you can about how the performance of 'Roar' creates the sense of a pop concert. Think about:</p> <p>Set: Use of levels, colour, space Lights: Moving lights, projection Character: how do the other characters (including Shakespeare and Anne) respond to what's happening? How are the various different couples presented during this moment?</p>	

On your way home:

- Write down five adjectives which describe the show
- Write five bullet points about your favourite scenes and why they were so effective
- Interview one person from your group and find out what they thought
- Create a mind map of all of the technical terms you could use to describe the production to a friend or when you write about the show.

Revision:

It's helpful to have a wide range of adjectives ready in order to describe characters to someone who hasn't seen the production (for example, your examiner). To help you remember them, **create a Twitter or Instagram biography** for each character. For example, Juliet, "confident, determined, exploring life, can be impetuous, best friends May & April. She/her". Lord and Lady Capulet might have, "dignified, strict, believe in convents and obedience."

Describing what you saw

For each of the key characters, describe one outfit in as much detail as you can. This includes, **colour, fabric, texture, fit, shape, size** etc. Once you have written down everything that you can remember, look at a production photograph and see if you've missed anything. Remember that in a Live Production exam, your examiner should be able to draw what you have described in detail if they had the time!

You may also find it helpful to print out each photograph and annotate them. Remember that some characters wear a range of outfits throughout the show to help demonstrate the change or development that they have made through the narrative arc. You should therefore annotate several photos for each character.

Identifying who you're writing about

Match the performers and creative team's names with their roles in the show.

Tim Mahendran	Nurse
Cassidy Jansen	Anne
Luke Sheppard	Lighting designer
David Bedella	Set designer
Paloma Young	Shakespeare
Alex Thomas-Smith	May
Melanie La Barrie	Sound designer
Jennifer Weber	Romeo
Miriam-Teak Lee	Lance
Oliver Tompsett	Director
Soutra Gilmour	Juliet
Jordan Luke Gage	Choreographer
Howard Hudson	Francois
Andrzej Goulding	Video & projection designer
Gareth Owen	Costume designer

Education material created by Susie Ferguson