



DEAR DIARY

Education Booklet
2024 Tour

MERRIGONG
THEATRE
COMPANY

MADE AT
MERRIGONG

DEAR DIARY

Written and performed by Kay Proudlove
Directed by Leland Kean

Synopsis

When Kay, an aspiring musician, is summoned to her family home to clean out her childhood bedroom (her mum wants to convert it into a sewing room) she finds, amongst the old clothes and forgotten treasures, her high school diary. Flicking through its pages, she is reminded of formative experiences from her teenage years and of the young woman she used to be – full of hopes and dreams, but also with some lofty expectations that her thirty-something self is struggling to live up to. Sharing her diary entries in the form of wryly-humorous songs, Kay takes the audience on a tour through her adolescence, from her first kiss, to her first musical performance (a Spice Girls tribute in the local park), to her ill-fated formal afterparty. Along the way, she grapples with the differences between the life she is living and the one her fourteen-year-old self envisioned. Friendships she thought would last forever have faded, she doesn't have the ideal body she dreamed of and she's not a famous musician. She finds herself faced with a choice: does she hold onto the unrealistic ideals she's been subconsciously carrying for decades, or can she shake them off and learn to love the person she's become?



DEAR DIARY



Photo by Justin Huntsdale

CAST & CREATIVES

Writer / Performer: Kay Proudlove

Director: Leland Kean

Dramaturg: Phil Spencer

Costume Designer: Katja Handt

THEMES

- Reconciling older and younger selves
- Self-love and self-acceptance
- Letting go of the past and moving forward

THEATRICAL STYLES & FORMS

- Monologue
- Realism
- Comedy
- Nonlinear narrative
- Musical theatre

CURRICULUM LINKS

DRAMA 7-10

STAGE	OUTCOMES
Stage 5	Appreciating <ul style="list-style-type: none">• DR5-APP-01: Analyse how creative choices shape intention and meaning through dramatic processes.• DR5-APP-02: Evaluate how dramatic elements are manipulated to influence audience response through dramatic contexts.

DRAMA STAGE 6

STAGE	OUTCOMES
Preliminary	Critically Studying <ul style="list-style-type: none">• P3.1: Critically appraise and evaluate, both orally and in writing, personal performances and the performances of others.• P3.4: Appreciate the contribution that drama and theatre make to Australian and other societies by raising awareness and expressing ideas about issues of interest.
HSC	Critically Studying <ul style="list-style-type: none">• H3.4: Appreciate and value drama and theatre as significant cultural expressions of issues and concerns in Australian and other societies.• H3.5: Appreciate the role of the audience in various dramatic and theatrical styles and movements.

CURRICULUM LINKS

ENGLISH K-10	
STAGE	OUTCOMES
Stage 5	<p>EN5-RVL-01: Use a range of personal, creative and critical strategies to interpret complex texts.</p> <p>EN5-URA-01: Analyse how meaning is created through the use and interpretation of increasingly complex language forms, features and structures.</p> <p>EN5-URB-01: Evaluate how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes.</p>
ENGLISH - STANDARD	
STAGE	OUTCOMES
Stage 6	<p>Objective B EN11-3 / EN12-3: Analyse and use language forms, features and structures of texts, consider appropriateness for purpose, audience and context and explain effects on meaning.</p> <p>Objective C EN11-5 / EN12-5: Think imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments.</p>
ENGLISH - ADVANCED	
STAGE	OUTCOMES
Stage 6	<p>Objective B EA11-3 / EA12-3: Critically analyse and use language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluate their effects on meaning.</p> <p>Objective C EA11-5 / EA12-5: Think imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments.</p>