Unit 09: Basic Monologue Development

Content Area: **Performing Arts**
Course(s): **Performing Arts**
Time Period: **Week 37**
Length: **5 Classes**
Status: **Published**

Unit Overview

In this unit, students will learn what makes a quality performance and audition monologue. Students will explore acting objectives and beats and be able to apply them to both oiginal and published short pieces to perform for class. Students will begin to learn proper assessment of monologue performance and share with their peers. Students will also be able to choose appropriate monologues for given situations.

Standards

VPA.1.3.8.C.1	Create a method for defining and articulating character objectives, intentions, and subtext, and apply the method to the portrayal of characters in live performances or recorded venues.
VPA.1.3.8.C.2	Create and apply a process for developing believable, multidimensional characters in scripted and improvised performances by combining methods of relaxation, physical and vocal skills, acting techniques, and active listening skills.
VPA.1.4.8.A.2	Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.
VPA.1.4.8.A.7	Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.
VPA.1.4.8.B.1	Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.
VPA.1.4.8.B.2	Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.

Essential Questions

- How do we create true characters?
- Can a monologue be used independently?
- When is theatre criticism vital and when is it besides the point?

Application of Knowledge: Students will know that...

- choosing a monologue based on your age makes it easier to perform and easier for a director to

accept

- if you make real choices as an actor it will create a believable character

Application of Skills: Students will be able to…

- choose an appropriate monologue to use at audition or performance
- create a three dimensional character
- use real situations to develop short original monologues
- use specific vocabulary to authentically critique peer performance

Assessments

- written critique of monologue peer/self
- performance of short 30 second published monologue
- performance of short 30 second original monologue
- information from this unit will be included on a locally developed, end of course benchmark assessment that may take the form of a test, performance based project, or other summative assessment

Suggested Activities

- create a vocab list to be used in the critique process
- research and choose an appropriate 30 second published work to perform in class
- create a three dimensional character and apply to rehearsal of an original 20-30 second monologue

Activities to Differentiate Instruction

Differentiation for special education:

- General modifications may include:
    - Modifications & accommodations as listed in the student's IEP
    - Assign a peer to help keep student on task
    - Modified or reduced assignments
    - Reduce length of assignment for different mode of delivery
    - Increase one-to-one time
    - Working contract between you and student at risk
    - Prioritize tasks
    - Think in concrete terms and provide hands-on-tasks
    - Position student near helping peer or have quick access to teacher
    - Anticipate where needs will be
    - Break tests down in smaller increments
- Content specific modifications may include:

- work with Theatre Buddy to find an appropriate published monologue
- provide list of critique vocab to be used in class

Differentiation for ELL's:

- General modifications may include:
  - Strategy groups
  - Teacher conferences
  - Graphic organizers
  - Modification plan
  - Collaboration with ELL Teacher
- Content specific vocabulary important for ELL students to understand include: monologue, three-dimensional, critique

Differentiation to extend learning for gifted students may include:

- creating formal theatre critique handout to be used in other Performing Arts Classes

Integrated/Cross-Disciplinary Instruction

Performing Arts can share their critique vocab chart with Music and Art as they may be able to use some aspects for their own classes

Resources

Everything About Theatre, by Robert L. Lee

Creating your Own Monologue, by Glenn Alterman

101 Monologues for Middle School Actors, by Rebecca Young

teacher generated handouts/worksheets

21st Century Skills

CRP.K-12.CRP1.1 Career-ready individuals understand the obligations and responsibilities of being a

	member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.