Monologue Prep and Audition Workshop

Welcome to the Monologue Project WebQuest! Your first solo assignment in Acting 1 is to select, prepare, practice, and then perform a monologue in a mock-audition setting. This WebQuest will guide you in the steps towards performance.

Break a leg!

Grade Level: 9-12
Curriculum: English / Language Arts
Keywords: theater, acting, auditions, english, plays, public speaking
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Introduction

Welcome to Acting 1! By now you will have met your classmates and engaged in some fun theater games and exercises. You probably saw on the syllabus, however, that not everything we do in this class is a game. We are going to have a splendid time, but now it is time to really dig into the acting part of acting class! By the time this class ends, you will have performed a monologue, two scenes, and will have auditioned for the school’s fall theater production (This year we are doing “A Midsummer Night’s Dream!”). This WebQuest will help guide you through your first two assignments: The Monologue and the Audition Workshop. Maybe this is old hat for you, or maybe you have never done a monologue before. No worries! This WebQuest will show you each step you need to complete the assignments. You will also have plenty of time to work with me and other classmates, and we will all work together to deliver some excellent monologues. You will become an well-versed in the best ways to audition and be prepared to nail any auditions you might encounter in the future. See links below for more information!

Specific Requirements:
1) Select a monologue from a play. The Internet has many “stand alone” monologues that do not come from a play. Be sure to pick one from an actual show! 2) Fill out a Background Sheet on your play and monologue. 3) Read and interpret monologue, trying different ways of delivery. 4) Practice monologue alone and for others. 5) Memorize monologue. 6) Perform monologue in front of a mock Audition Panel. 7) Fill out classmates Review Sheets and a Personal Reflection Sheet. 8) Be sure to read/watch/use the resources provided for you in this WebQuest! See link below for an exciting video!

Process

Monday:
1) Select a monologue from a play. The Internet has many “stand alone” monologues that do not come from a play. Be sure to pick one from an actual show! I have included several strong monologue websites for you to search through. Click on the links below! I will also provide you with many good monologue books for you to look through during class. Note that all of these monologues are from entire plays. Feel free to search the Internet for other websites, but keep in mind that you must know what play the monologue comes from! Be sure to read the “Choosing a Monologue Tips” document. This is important and will help you better pick a monologue that suits you! We will also go over this handout in class. (Your monologue should be 1-3 minutes) Before finalizing your monologue choice, be sure to come to me for final approval!

Tuesday:
2) Fill out a Background Sheet on your play and monologue. The Background Sheet is provided below. Now that you have picked a monologue, use the Internet or visit the Library to complete this sheet. It is important to know the context of your monologue, so that you have an idea of how to deliver it. It is also important to know the summary of the play and what kind of character you are. Finding the play in the library or searching for information on the Internet are both good ways to do this. If you do not finish this in class, you may complete it at home. 3) Memorize monologue. This will be continuous homework. See link below for tips on memorization!

Wednesday:
4) Read and interpret monologue, trying different ways of delivery. You know about your monologue now: what the play is about, what context your monologue is being delivered in, and what kind of character you are playing. Even knowing all this, there are still many ways that you could deliver this monologue. You will have a chance to work on this in class, but first we will have a class discussion on how to monologue, you will be given tips for delivering monologues, and I will (surprise!) perform a monologue for all of you! Before this, we will break into small groups, and you will take turns reading/acting your monologues for each other. I will guide you through this process!

Thursday:
5) Practice monologue alone and for others. You will practice your monologue alone at home. This will be a continuous homework assignment. See audition links below to help you learn how to preface your monologue performance. In class we will break into small groups, and you will take turns reading/acting your monologues for each other. I will guide you through this process! Before this, we will review audition tips and announcements that you make before you audition. I will demonstrate these as well. I will draw names from a hat and when it is your turn you will deliver your monologue! 6) Fill out classmates Review Sheets and a Personal Reflection Sheet. Each of you will peer review two of your classmates. You will also review yourself. Those documents are attached below.

Evaluation
You will be graded as follows:

1) Participation: If you complete the monologue and perform for the class, you will get a good grade. Participation is the most important part. I know performing can be terrifying, but you can do it! Worksheets and WebQuest: Completion of worksheets and clear use of WebQuest will be observed by me. You will get a better grade if you complete the sheets and utilize the links and resources provided.

2) Peer Review and Personal Reflection: You must complete both reviews and your personal reflection before your assignment can be graded as complete.

<table>
<thead>
<tr>
<th>Category and Score</th>
<th>Poor</th>
<th>Good</th>
<th>Very Good</th>
<th>Excellent</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation: Memorizing and Performing a chosen 1-3 min. monologue</td>
<td>Little or no memorization, minimal acting and expression, poor attitude, little movement; does not complete performance</td>
<td>Mostly memorized, clear effort in acting, expression, and movement, completes performance</td>
<td>Memorized, earnest effort put into acting, much movement, positive attitude, completes performance</td>
<td>Fully memorized and tries to immerse self into the character, fully realized movement, delivery and expression; completes performance</td>
<td>70</td>
</tr>
<tr>
<td>Worksheets and use of WebQuest</td>
<td>Does not complete worksheets and makes little or no use of WebQuest resources</td>
<td>Mostly completes worksheets and generally uses WebQuest resources</td>
<td>Completes all worksheets and uses many of the WebQuest resources</td>
<td>Completes worksheets to a full and rich extent and interacts with all WebQuest resources</td>
<td>20</td>
</tr>
<tr>
<td>Peer and Self Reviews</td>
<td>Does not complete two peer reviews and/or self reflection.</td>
<td>Mostly completes all three reviews.</td>
<td>Completes all three reviews.</td>
<td>Completes all three reviews in a rich manner with insightful observations and reflections.</td>
<td>10</td>
</tr>
</tbody>
</table>

Total Score 100

**Conclusion**

Congratulations! You have now chosen, researched, practiced, memorized, and auditioned with a monologue! You’ve come a long way from basic theater games, and now you are that much closer to auditioning for the fall play! I hope you had fun working with classmates on improving your acting skills. Now you will be even more prepared to work with another person when you start working on scenes, instead of monologues. You have learned a lot of good building blocks in preparation for that. You also know how to audition now—even the pros audition like you just did! What an experience! Now get ready for the next step: your first scene with a partner. You will most certainly rock it, I am sure. Keep breaking those legs!

**Teacher Page**

This WebQuest is a one-week unit designed to help students choose a monologue from a play, research the play and context the monologue comes from, memorize, practice, and perform said monologue, in an audition workshop setting. Depending on the age/ability of the class, this unit could also take two weeks. Two weeks is recommended if you want students to read the play their monologue comes from. This version of the WebQuest does not require students to do that. This may be used in an Acting Class, as is stated, but would also be useful in an English class (ex: during a Shakespeare unit) or a speech, debate, or oral interpretation class. Suitable for multiple grades if adjusted. Minimal space is needed, a normal classroom size would suffice.

**Standards**

1.6.11.A: Listen critically and respond to others in small and large group situations. Respond with grade level appropriate questions, ideas, information or opinions.

1.6.11.B: Demonstrate awareness of audience using appropriate volume and clarity in formal speaking presentations.

CC.1.3.11-12.D: Evaluate how an author’s point of view or purpose shapes the content and style of a text.

CC.1.3.11-12.F: Evaluate how words and phrases shape meaning and tone in texts.

CC.1.3.11-12.K: Read and comprehend literary fiction on grade level, reading independently and proficiently.

CC.1.4.11-12.D: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.

CC.1.4.11-12.W: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CC.1.4.11-12.X: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

CC.1.5.11-12.D: Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.
CC.1.5.11-12.E: Adapt speech to a variety of contexts and tasks.

CC.1.5.11-12.G: Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content.

Credits

Other