

Theatre Arts II/III/IV Final Exam Monologue #1 Progress form

name _____ day ____ period ____
 monologue from _____ by _____
 found in _____ pp. _____
 character's name _____ age _____
 monologue approved: complete above items (due _____) _____ /4

Answer these questions as best you can. Ask for help as you need it.

1. *Summarize* what your character is saying in the monologue:

2. What is your character doing *immediately before* the monologue? _____

3. *Who* is your character talking to? _____
4. Describe the *relationship* that character has (or wants to have) with that person _____

5. *Where* is your character? (time, place) _____
6. *Describe* the surroundings, time of day, year, weather, etc.: _____

7. What is your character's main *objective* in the monologue? _____

8. What *obstacles* stand in the way of that objective? _____

9. How does your character *feel* about the situation? _____

10. After the monologue, *what will happen next* for your character? _____

Comments & records:	date complete	grade
This form in class for performance	_____	_____/3
Completed this form: items 1-10 (due _____)(<i>part of final exam grade</i>)	_____	_____/20
Lines on cards (due _____)	_____	_____/20
1st performance comments _____	_____	_____/20
	_____	_____/20
This form in class for final performance (<i>part of final exam grade</i>)	_____	_____/3
Lines memorized (due _____) (<i>part of final exam grade</i>)	_____	_____/20
Final performance comments _____	_____	_____/30
(<i>part of final exam grade</i>)	_____	_____/30
monologue #1 grade	_____	_____/120

Theatre Arts II/III/IV Final Exam Monologue #2 Progress form

name _____ day ____ period ____
 monologue from _____ by _____
 found in _____ pp. _____
 character's name _____ age _____
 monologue approved: complete above items (due _____) _____ /4

Answer these questions as best you can. Ask for help as you need it.

1. *Summarize* what your character is saying in the monologue:

2. What is your character doing *immediately before* the monologue? _____

3. *Who* is your character talking to? _____
4. Describe the *relationship* that character has (or wants to have) with that person _____

5. *Where* is your character? (time, place) _____
6. *Describe* the surroundings, time of day, year, weather, etc.: _____

7. What is your character's main *objective* in the monologue? _____

8. What *obstacles* stand in the way of that objective? _____

9. How does your character *feel* about the situation? _____

10. After the monologue, *what will happen next* for your character? _____

Comments & records:	date complete	grade
This form in class for performance	_____	_____/3
Completed this form: items 1-10 (due _____)(<i>part of final exam grade</i>)	_____	_____/20
Lines on cards (due _____)	_____	_____/20
1st performance comments _____	_____	_____/20
	_____	_____/20
This form in class for final performance (<i>part of final exam grade</i>)	_____	_____/3
Lines memorized (due _____) (<i>part of final exam grade</i>)	_____	_____/20
Final performance comments _____	_____	_____/30
(<i>part of final exam grade</i>)	_____	_____/30

monologue #2 grade _____ /120

Theatre Arts II/III/IV Final Exam Monologues Project

- You will select, rehearse, memorize, polish and perform two contrasting 1-2 minute cuttings (from two different scripts) of a character talking to someone else, himself or herself, or the audience.
- “Contrasting” at least means two different moods. It may also include comic and serious, or modern and classical as well. Think about the next time you may be able to use these monologues when you make your choice.
- The monologues must come from published scripts, approved by your teacher.
- For serious students who want the best results, read and reread the full script.
- Your monologue should have a beginning, middle, and end, and the performance MAY NOT use props or a costume.
- You may cut lines (from your character or others) as long as it still makes sense.
- You may reassign lines from another character to your own, or rewrite questions as statements if that will make it work better.
- Hang onto your script, cards, and other papers. Monologues are generally used in stressful situations, so it may benefit you to be well-prepared.
- This project will take some weeks-- make sure you can live with your monologue.

First performances of monologues (worth up to 20 points each, performances starting _____)

• Choose your point of focus: either talk to one or two specific “imagined characters” (make sure you know where they are, what they look like, how your character feels about them and how they react to what you say) or talk to the audience

• give your Monologue Progress Form to Mr. Rosen

• set up and use a chair ONLY if necessary (make sure we can see and hear you!)

• say “Hello, I’m _____ (your full name) _____, and this is from _____ (title of play) _____”

to start (when your teacher/director is ready). Look down for a moment, then look up and begin.

• you may read from index cards or have your lines memorized

• keep your concentration all the way through the speech

• you must know how and where you will move (but don’t go too far)

• act your lines as if you mean them

• use your work from the Monologue Progress Form

• dialogue is a reaction to the action: Work backwards until it makes sense.

Uncover/discover/choose the action. Play the action, then react.

• to end the monologue, look down for a moment, then look up and say “Thank you”

Final performances of monologues (worth up to 30 points each, performances starting _____)

• give your Monologue Progress Form to Mr. Rosen

• you must have your lines memorized

• keep your concentration all the way through the speech

• your movements should add to the meaning of the monologue

• incorporate your work from the monologue progress form and teacher & class feedback

• your acting should be improved from the last version