

Theatre Arts II/III/IV Midterm Monologue Progress form

name _____ day ____ period ____
 monologue from _____ by _____
 found in _____ pp. _____
 character's name _____ age _____

monologue approved: complete above items (due _____) _____ /5

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. What *relationship* does the character have (or want 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
 lines on cards (due _____) (*optional if 1st performance is memorized*) _____ /20
 1st performance comments _____

Completed form in class for 1st performance (due _____) _____ /20
 lines memorized (due _____) _____ /15*
 final performance comments _____ /20*

same form in class for final performance (due _____) _____ /30*
 _____ /5 *

Monologue Rehearsal journal _____ /15*
 Notes and reflections about progress on your work, in or out of class.

***part of your Midterm Exam (out of 85 points)**

Monologue Project grade _____ /130

Theatre Arts II/III/IV Midterm Monologue project

- You will select, rehearse, memorize, polish and perform a 1-2 minute cutting from a script of one character talking to someone else, himself or herself, or the audience.
- The monologue must come from a published script, approved by your teacher.
- 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.
- This project will take some weeks-- make sure you can live with your monologue.
- ***New this year: your journal is part of your midterm grade! Take it seriously!***

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

- Choose your point of focus: either talk to one or two specific “imagined characters” (make sure you know where they are 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: 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, 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 prog. form and teacher & class feedback
- your acting should be improved from the last version