Monologue Mondays Week By Week

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**Week 1**: Introduce Monologue Option(s). Class discussion about monologue (monologue assessment handout). Why is this a strong audition piece? How will students recognize a strong audition piece? Students complete **Monologue Annotations** in class. *Homework:* Assign **Written Monologue** to get students to begin to memorize their monologue, they will handwrite their slate and the monologue and have it ready to turn in next week.

**Week 2:** Get to know the monologue with a **Group Monologue Performance**. Students move into two groups based on the monologue they are doing (for large classes break down more- typically 8-10 per group) Together, they highlight 3-5 of the most important parts of the monologue (in their opinion) these will be what they say all together. They should think: Why are these the most important lines? Group will then select individuals who will say the remaining lines. Encourage the group to add movement and sound to the piece. Perform them for the class and discuss. Homework: Create a **Cheat Sheet** to begin memorizing their monologue. Cheat Sheets are two columns: in the left they write the first letter of each word and the punctuation, on the right pictures to help them remember what is happening.

**Week 3:** Memorization Stations. Follow the double circle format and have students work with a partner on memorizing their monologue. This lesson is especially valuable to show them how far they can come in a short amount of time if they just focus and put in the work. Most of my students can pretty much memorize their entire monologue in this one class period. *Homework:* Next week they must have monologues memorized for the quiz.

**Week 4:** **Memorization Quiz**. Follow double circle format. Students turn in their four scores at the end of class. I average them and adjust grades (ie- 0’s=0, 1’s=20, 2’s=40, 3’s=60, 4’s=80, 5’s=100). *Grade:* Monologue Quiz

**Week 5:** Hot Seats/Character. Now that they know their monologue, they need to get to know their character. We begin class with two volunteers for hot seating (typically a boy and a girl). The whole class helps with the hot seat, so everyone can ask questions and the student in the hot seat just needs to answer them in character, along with any follow up questions. Each hot seat performance is discussed along with students answers and questions. *Homework:* **Character Questions**. Essentially, the students hot seat themselves without the class and turn in their questions and answers.

**Week 6:** Physical and Vocal Exercises. Rehearsal Challenge Cards with a partner. This week: Sign Ups for Boot Camp.

**Week 7:** Bootcamp. For week 7 students may sign up for bootcamp- I typically try to take 2 guys and 2 girls, but it doesn’t always work out that way. For bootcamp, the volunteers perform their monologue for the class and I guide the class in critiques and praises of the performance. This is where we look at the rubric for performance and I teach them how to offer valuable critiques and we discuss the difference between a comment and a critique. We discuss what comments might be helpful and what comments aren’t. Typically, the audience is overwhelmingly complimentary because my volunteers rarely volunteer unless they are very confident and really know their stuff, so it’s a good way to start.

**Week 8:** Peer Critiques. I divide the room into three ‘mini-rooms’ with dividers (but it can work without) and set up three ‘casting tables’. In their groups, students are given five minutes to study and then one by one the students ‘audition’ for the ‘casting directors’. After each audition, directors discuss with the actor whether they would consider casting them based on their ‘audition’ and what they enjoyed about the audition. Each ‘director’ also gives the auditioner a suggestion on how to make their performance stronger. This not only gives them an opportunity to hear the monologues several times, but also to perform them in front of a small group and to practice both giving and receiving feedback. Each judge has a job: Line Caller (I have a clipboard with both monologues, they follow along and call line if the actor needs it), Judge Two: Recorder (the performing student hands Judge Two their phone set to their camera to record the performance- for homework the performer watches their performances and completes the **self reflection** at the bottom of their rating sheet), Judge One: Critique Sheet (they rate the performance based on a condensed version of the rubric), Next Auditioner (Judge 4) watches the performance and is the first to provide verbal feedback. This week: Sign Up for Performances.

**Week 9:** **Performances and Reflections**. One week prior to performance, students are given the opportunity to sign up for their ‘audition slot’. The first five slots are offered bonus points as long as they are in class ready to perform on the first day of performances. If students choose not to sign up, as I tell them, they are “leaving it to the gods” and “may the odds be ever in their favor.” Which basically means, I put them in an empty slot. I run the test like I run auditions, when their name is called, they bring me their form, go up on stage, slate and perform their monologue, bow their head. After their audition they sit in the chair next to the stage (where I have a clipboard ready with both monologues) and they are the line caller for the next performer. After they have called line, they come pick up their evaluation from me and complete their performance reflection. I take a test grade on the performance and a daily grade on their reflection. Note: The last kiddo on the list is the line caller for the first performer. This recurring unit has made a huge difference in how smoothly my show auditions run and how confident my students are with the audition process.

NOTE: My district is on a nine week grading period. If you are on a six week grading period you can eaily eliminate the Hot Seat, Bootcamp, and Rehearsal Challenges and still get your kids ready in time. When we have a Monday holiday that cuts this short for me those are the ones I cut.