



Year 9, DRAMA

Monologue

Due Date: 9th April, 2024 Week 11B
Tuesday

Task Distributed: Week 9

Unit: Actor's Toolbox

Task Type: Monologue Performance

Weighting: 20%

Outcomes: 5.1.1, 5.2.1, 5.3.1

Task Description

Part 1: Monologue Performance (30 marks)

- You are to select a monologue of your choice from one of a variety of sources (books; online; other) to perform in front of our class. This monologue must be **between 1.5 - 3 minutes in length** and should demonstrate the acting experience that you have gained thus far in Drama.
- **You should consider elements such as: focus; voice; movement; role/character; situation; setting; props; costume; staging.**
- Students will need to be ready to perform in the first 5 minutes of the lesson.
- Students should have appropriate costume, prop and set items ready. If no costume is to be worn, students must wear Drama Blacks.

How to Prepare for your Monologue Performance:

- I have an idea of what kind of monologue I might like to perform (funny; serious; sad etc).
- I have looked for material from monologue books and online.
- I have chosen a monologue that is appropriate for class and is suitable for my acting abilities
- I have memorised my lines
- I have thought about my character, what they would wear and how they would deliver their lines.
- I have sourced appropriate costumes for my character, or if no costume is to be worn, I have Drama blacks prepared.
- I have rehearsed in front of at least two people in preparation for my performance
- I have blocked the staging of my monologue and am not just stationary on stage.

Part 2: Logbook Submission (10 marks)

Students are to submit a logbook (drama book) that documents their work in class and the development of their monologue performance.

LOGBOOK CHECKLIST - Have you included the following in your Logbook?

- A copy of your chosen Monologue Script
- Logbook entries for each lesson on the process of your Monologue Performance
- A Character Analysis and Costume Design for your Character
- Physical Choices for your Character eg: Body Language, facial expressions, entrance and exit of performance space
- A list of Staging choices: Props or Set pieces you want to have on stage
- A 'Blocking Diagram': Where you plot out your characters' different positions during the monologue.
- Movement Cues written on your script

Details of Submission

Part 1: Students must be ready to perform their Monologue in the first five minutes of the lesson.

Part 2: Students must submit their logbook to Mrs Stevens on the day of the task (Tuesday April 9th).

Glossary of Key Words

- **Elements of drama**

The elements of drama are the features that give drama unique shape and form. They are interrelated and interdependent but distinct and distinguishable. They can be expressed in the following way:|

- *Role* and *character* are directed by *focus* driven by *tension*, made explicit in *time*, *place* and *situation* through the use of *space*, *structure*, *language*, *sound*, *movement*, *rhythm* and *moment* to evoke *atmosphere* and *symbol*, which together create *dramatic meaning* and *audience engagement*. Check the NESA Glossary of Key Words <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-student-guide/glossary-keywords>

Teacher Feedback and Student Self-Reflection

- The task will typically be returned to students within **14 days** of the due date. Information on how
- to improve will be provided through written teacher feedback and the marking criteria. Students can clarify or seek further feedback by speaking with their teacher.
- Upon return of the task, students will also be expected to complete a self-reflection. Students can access this self-reflection form using the link: <https://forms.gle/Y9GaD7kxfnrrdHLg6>

How does this link to my learning?

- This task enables students to begin to act in a solo capacity.
- This monologue task will ask students to explore character which requires real empathy and understanding of other people to communicate.
- This task asks students to build upon their growing confidence to be able to act alone and in character.

Assessment Procedures

All students should be fully aware of the School Assessment Procedures for their year group. These were provided at the beginning of the school year and are available off the school website under the Learning menu for each year group.

Monologue Performance Marking Guidelines

<ul style="list-style-type: none"> ● Excellent ability of maintaining audience engagement appropriate to the chosen style of the monologue. ● Excellent demonstration of originality, interpretation and presentation of the monologue script ● Effective use of staging elements to give the performance dramatic meaning ● Excellent demonstration of Performance skills appropriate to the script; Vocal: projection, tone, pace, dynamics; Movement: control, energy, spatial awareness; Timing: control of delivery of lines. ● Excellent ability to develop and sustain the role/character with conviction, complexity and focus 	25 - 30
<ul style="list-style-type: none"> ● Sound ability of maintaining audience engagement appropriate to the chosen style of the monologue. ● Sound demonstration of originality, interpretation and presentation of the monologue script ● Sound use of staging elements to give the performance dramatic meaning ● Sound demonstration of Performance skills appropriate to the script; Vocal: projection, tone, pace, dynamics; Movement: control, energy, spatial awareness; Timing: control of delivery of lines. ● Sound ability to develop and sustain the role/character with conviction, complexity and focus 	18 - 24
<ul style="list-style-type: none"> ● Adequate ability of maintaining audience engagement appropriate to the chosen style of the monologue ● Adequate demonstration of originality, interpretation and presentation of the monologue script ● Adequate use of staging elements to give the performance dramatic meaning ● Adequate demonstration of Performance skills appropriate to the script; Vocal: projection, tone, pace, dynamics; Movement: control, energy, spatial awareness; Timing: control of delivery of lines. ● Adequate ability to develop and sustain the role/character with conviction, complexity and focus 	11-17
<ul style="list-style-type: none"> ● Limited ability of maintaining audience engagement appropriate to the chosen style of the monologue. ● Limited demonstration of originality, interpretation and presentation of the monologue script ● Limited use of staging elements to give the performance dramatic meaning ● Limited demonstration of Performance skills appropriate to the script; Vocal: projection, tone, pace, dynamics; Movement: control, energy, spatial awareness; Timing: control of delivery of lines. ● Limited ability to develop and sustain the role/character with conviction, complexity and focus 	1-10

Logbook Marking Guidelines

<ul style="list-style-type: none">• Excellent documentation of the process of your Monologue performance, logbook entries, character analysis, costume and staging design, physical choices for your character and movement cues.	9-10
<ul style="list-style-type: none">• Sound documentation of the process of your Monologue performance, logbook entries, character analysis, costume and staging design, physical choices for your character and movement cues.	6-8
<ul style="list-style-type: none">• Adequate documentation of the process of your Monologue performance, logbook entries, character analysis, costume and staging design, physical choices for your character and movement cues.	4-5
<ul style="list-style-type: none">• Limited documentation of the process of your Monologue performance, logbook entries, character analysis, costume and staging design, physical choices for your character and movement cues.	1-3

GRAND TOTAL:

/44

COMMENTS:

Literacy Outcomes	Elementary achievement You have:	Limited achievement You have:	Satisfactory achievement You have:	High achievement You have:	Outstanding achievement You have:
	0	1	2	3	4
Vocabulary <i>Uses technical vocabulary to explain concepts and/or range of precise and appropriate words for effect</i>	Very limited response. Few content words used.	Only simple words are used.	Some precise and technical words are used.	Sustained use of precise and technical words.	Sustained, consistent and fluent use of precise and technical words.
Punctuation <i>Use of correct and appropriate sentence and other punctuation for effect, and to aid in reading of the text</i>	No evidence of correct sentence punctuation.	Sentence punctuation is correctly used in at least one place - <i>one sentence is punctuated correctly.</i>	Some correct sentence level punctuation (at least 50%). May attempt other punctuation where it is required.	Mostly correct sentence level punctuation (80%) and at least two correct examples of other punctuation.	Writing contains accurate use of all applicable punctuation.
Sentences & Cohesion <i>The intentional construction of a variety of sentences to match purpose and audience, and the control of multiple sentence threads across the whole text.</i>	No clear evidence of sentences: a list of words OR text fragments.	At least one sentence is used correctly. Some meaning can be construed from the text.	Some correct formation of sentences. Mainly uses simple and compound sentences, but may attempt more complex structures.	Most sentences are correct. Range of sentence types and connectives are evident, but with varied effectiveness.	All sentences are correct, effective and controlled, and include a range of sentence types and connectives (complex sentences and other sophisticated structures)
Paragraphs <i>Paragraphs are used to effectively structure information and partition events and ideas</i>	No correct use of paragraphing; may be a block of text or random breaks.	Ideas are separated; paragraphs may contain some unrelated ideas.	At least ONE paragraph is well structured and develops an idea	Writing is organised into paragraphs that assist the reader to digest chunks of the text, but may not be linked or executed effectively.	All components of the paragraphs are evident and paragraphing is consistent and well-developed across the whole text.
Text Structure <i>Uses features of the appropriate text type</i>	No evidence of the structural features of the appropriate text type. <i>No attempt to write in the appropriate text type and/or response is off task.</i>	Minimal evidence of the structural features - <i>1 component evident</i> - of the appropriate text type.	Some evidence of the structural features - <i>2 components evident</i> - of the appropriate text type.	Substantial evidence of the structural features - <i>all components evident but there may be some lapses</i> - of the appropriate text type.	Coherent and controlled use of all the appropriate structural features of the text type.
	Level of response is well below syllabus expectation	Level of response is below syllabus expectation	Level of response is equivalent to syllabus expectation	Level of response is above syllabus expectation	Level of response is well above syllabus expectation