

**Task Distributed:** Week 6

**Unit:** Theatrical Styles

**Task Type:** Monologue Performance

**Weighting:** 20%

**Outcomes:** P1.1; P1.2; P2.4; P2.6

### Task Description

#### Part 1: Monologue (30 marks)

You are to present a 4–6-minute monologue.

*The monologue may be one that you find in recommendations given; in a text of your own finding; may be a compilation of a few texts; or one that is adapted. Please avoid monologues from film or television.*

You will need to demonstrate and apply your knowledge of performance and the elements of drama (including space, tension and dramatic meaning) in your monologue. You will need to consider staging, costume, props and lighting. You will need to memorise your script.

This task will culminate in a performance for a given audience. Costumes, staging, lighting and props may be considered. If no costume is to be worn, students will wear Drama Blacks.

#### How to Prepare

- I have understood the options available to me
- I have thought about what style of monologue I would like to present.
- I have researched other books or sources available to me for monologues.
- I have ensured I have settled on a monologue by Week 7.
- I have rehearsed in class and out.
- I have used the resources given to understand my monologue and character
- I have timed my piece to ensure it is within the limitations.
- I am using my performance skills appropriate to the style and form.

## Part 2: Logbook (10 marks)

You are to submit a logbook for marking. It should contain the process of the work on your monologue project as you consider, search for, rehearse and perform it.

### 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
- Research information on your monologue
- Any ideas, images, pictures, sketches
- A Character Analysis for your Character including a sketched costume design
- 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

### 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>

### Details of Submission

**Part 1:** Students must be ready to perform their monologue at the given time in the examination period. They will be performing to a given audience. All props and costumes should be ready to go. If no costume is to be worn, students must wear Drama blacks.

**Part 2:** Students must submit their logbooks after their performance task on the day of the exam.

## 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 will the students researching, developing and rehearsing their own found piece, whilst recording the process in their logbooks.
- This monologue task will ask students to explore character through the use of the elements of drama in order to create dramatic meaning
- This task will ask students to present a monologue, where students will learn the necessary skills required for commitment to a solo project

## 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.

## PART A: MONOLOGUE MARKING CRITERIA

### Criterion 1: Performance skills appropriate to the style or form (10 marks)

- vocal dynamics: projection, clarity, tone, pitch, pace
- movement dynamics: control, energy, spatial awareness
- timing: control of delivery, responses to cues, awareness of rhythms

Criteria	Marks
Demonstrates exemplary performance skills including vocal, movement, and timing appropriate to the style or form	9-10
Demonstrates substantial performance skills including vocal, movement, and timing appropriate to the style or form, although some skills may be more refined than others	7-8
Demonstrates adequate performance skills including vocal, movement, and timing which may vary in their level of delivery in relation to control of vocal projection, clarity, tone, pitch, pace, dynamics; control of energy, spatial awareness and dynamics in movement; control of delivery, responses to cues and awareness of rhythms in timing	5-6
Demonstrates limited performance skills including vocal, movement, and timing which may be inappropriate to the style or form	3-4
Demonstrates minimal performance skills with little understanding of style or form	1-2

### Criterion 2: Sustaining and developing role/character (10 marks)

- belief/conviction/energy
- complexity/dimension
- clarity in presentation of character(s) or role(s)
- focus

Criteria	Marks
Demonstrates exemplary ability to realise and sustain subtly defined role(s) or character(s)	9-10
Demonstrates substantial ability to realise and sustain role(s) or character(s). Some aspects of sustaining and developing role(s) or character(s) may be more refined than others	7-8
Demonstrates adequate ability to realise and sustain role(s) or character(s), which are unsustained or inconsistent. Variations may occur in level of belief/conviction/energy, complexity/dimension, focus and clarity in presentation	5-6
Demonstrates limited ability to realise and sustain role(s) or character(s) with limited clarity in presentation	3-4
Displays minimal or no ability to realise role(s) or character(s). May play themselves. Minimal involvement or lack of clarity in presentation of role(s) or character(s)	1-2

**Criterion 3: Structure and dramatic coherence (10 marks)**

- effective use of performance elements
- establishing and maintaining a clear intention and an appropriate relationship with the audience in the context of the performance space
- integrity, originality and clarity in analysis, interpretation and presentation of the chosen material
- realisation of a coherent theatrical performance
- effective use of space in the context of the performance style.

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates outstanding manipulation of the performance elements</li> <li>• Demonstrates ability to work at a sophisticated level to realise a coherent theatrical performance which evokes a powerful audience response</li> <li>• Demonstrates flair, integrity and clarity in analysis, interpretation and presentation of the chosen material/style</li> <li>• Demonstrates sophisticated use of space appropriate to the material/style</li> </ul>	9-10
<ul style="list-style-type: none"> <li>• Demonstrates substantial ability to control the performance elements</li> <li>• Demonstrates accomplished ability to effectively engage the audience</li> <li>• Presents a coherent and largely theatrical performance which demonstrates an effective interpretation of the chosen material/style</li> <li>• Demonstrates effective use of space appropriate to the material/style</li> </ul>	7-8
<ul style="list-style-type: none"> <li>• Demonstrates adequate ability to use the performance elements and engage the audience</li> <li>• Presents a generally coherent, but often superficial interpretation of the chosen material/style</li> <li>• Demonstrates adequate use of space appropriate to the material/style</li> </ul>	5-6
<ul style="list-style-type: none"> <li>• Demonstrates limited ability to use the performance elements and engage the audience</li> <li>• Presents a limited interpretation of the chosen material/style, often with frequent inconsistencies in coherence</li> <li>• Demonstrates predictable or simplistic use of space</li> </ul>	3-4
<ul style="list-style-type: none"> <li>• Demonstrates minimal or no use of the performance elements with little or no engagement of the audience</li> <li>• Presents an incoherent or non theatrical performance</li> <li>• Demonstrates little or no understanding of the use of space</li> </ul>	1-2

**PART B: LOGBOOK MARKING CRITERIA**

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

**TOTAL:****/40**