

COURSE: Elements of Theatre

Grade level: 9-12

Unit: Making Connections – Brighton Beach Memoirs Student teacher: Liz Adams

Lesson Topic: Scene study – Monologue prep

Length of lesson: 51 minutes

Pre-performance prep for third assessment (monologue performance)

ELL modification

Stage 1 – Desired Results	
Content Standard: MA Theatre Standard – Acting 1.14: Students will be able to create complex and believable characters through the integration of physical, vocal, and emotional choices	
Understandings/goals Students will understand that speaking text aloud in a group can free them from the anxiety of everyone watching them. Students will understand that the audience can be a scene partner. Students will understand how their partner's actions affect their energy level.	Essential Questions: How do I transfer my understanding so far of character and performance, to monologue work? How does it feel to connect with the audience as my imaginary scene partner? How do I reduce the stress of solo performance?
Student objectives – skills and knowledge Students will be able to: experiment with physical, vocal, and emotional choices to portray their chosen character in a short monologue from <i>Brighton Beach Memoirs</i> ; learn lines; collaborate in a whole-class activity with partner(s) in rehearsal. Students will be able to reflect productively on their experience with the class exercises and use appropriate language to describe their experiences. Students will know that practice with a scene partner, and practice in a group, can reduce performance stress. Students will know that specific focus on who they are speaking to improves their understanding of what they are saying. Students will know that their partner's responses and energy level affect their own responses and energy level.	
Stage 2 – Assessment Evidence	
Performance Task(s): <ul style="list-style-type: none">Practice prepared monologue in a group with lines learned, in two variations.	Other Evidence: <ul style="list-style-type: none">Follow instructions for monologue practiceParticipate appropriately in whole-class reflection
Stage 3 – Learning Plan	
Learning Activities: Introduction: Introduce plan for the day. Discuss what monologues are, performance techniques for monologues, and what role monologues play in <i>Brighton Beach Memoirs</i> . Establish/review expectations for assessment: monologue set-up, introduction, and conclusion. Introduce monologue practice activity. Review vocabulary: prompt students to restate monologue definition and what role monologues play	

Students form two lines opposite each other in classroom playing space. While maintaining eye contact with their partners in the opposite line, they deliver their monologues to their partners – all at the same time. First all the students in one line deliver their monologues at the same time while one line reacts silently, then the lines switch. Pause for feedback. **Discuss difference in personal space in different cultures, and adjust distance between the two lines; repeat exercise; pause for feedback.** After both lines have had a turn delivering a monologue and listening to a monologue, both lines deliver their monologues at each other at the same time. Pause for feedback. Variation: the two lines alternate delivering sentences one by one to each other. **Additional variation: deliver monologue in another language or in gibberish, using intention to communicate the sense of the actual words.**

During activity, instructor circulates and monitors student participation; note areas of difficulty or excellence, discuss in feedback break, adjust activity and repeat.

Feedback – Which of the exercises did you like best? How did it feel to deliver a speech with intensity while other people were talking? What did you notice about what happened to your own performance in the different activities?

Review what we saw in the day's activities; thank students; describe plan for next class meeting, where students will perform monologues in final form for assessment three.