**Shakespeare Monologue Assignment Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Theatre Arts II**

1. Get your piece in your computer (I recommend typing it yourself because it requires close reading) – double spaced. Heading – Character, Play, Act #, Scene # - **print 3 copies**
2. Copy and paste it onto a new page or new document – remove all of the punctuation except for full stops on this copy – **print 1 copy**

**Copy 1 – Scansion and definitions**

* 1. Be sure you understand the piece. Look up any words you don’t understand in the lexicon and/or dictionary. Write the definitions for all words you are not completely sure of on the first copy.
  2. Write the number of syllables in each line. If it is more or less than 10 write what you think it means.

**Copy 2** – **Language**

1. Look at the language.
2. Reference your Deciphering Shakespeare notes. Make note of any of these that occur in your monologue

Metaphor

Simile

Personification

Antithesis

Repetition

Parody

Alliteration

Assonance

Both alliteration and assonance

Onomatopoeia

Lists

Verse

Rhyme

Rhetoric

Puns

Irony

Oxymoron

Malapropism

**Copy 3 – Score each line with an action from our actions list**

**Copy 4 (the copy without punctuation) – Words, Transitions, Pauses, Breaths**

1. Mark the Breaths. 3 slashes (///) = long breath 2 slashes (//) = shorter 1 slash (/) = brief pause (Judi Dench says you have to earn your breaths)
2. Mark the caesuras – Pause at idea breaks to help the line make sense
3. Mark the transitions – shifts where there is an idea shift

**Separate sheet #1 - Actor Questions:**

Who are you talking to?

What has just happened?

Why are you saying this to this person at this moment?

What do you want?

What do you expect to happen next?

**Separate sheet # 2** **– Script Report**

**Shakespeare Monologue Rubric - Theatre Arts II**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Character** | **Actor** | | | |
| **Play** | **Excel**  **4** | **Good**  **3** | **Okay**  **2** | **Improve**  **1** |
| **Introduction/Technique - 32** |  |  |  |  |
| Approach to the stage/Focus before the first words |  |  |  |  |
| Opening Slate – name, title, character, playwright |  |  |  |  |
| Transition to monologue (1st line) |  |  |  |  |
| Beat at end of monologue |  |  |  |  |
| Closing - scene/Thank you |  |  |  |  |
| Focal Point – believable, consistent |  |  |  |  |
| Performed with energy and conviction |  |  |  |  |
| Memorization |  |  |  |  |
|  |  |  |  |  |
|  | **Intro/Technique** | | | |  |
| **Performance – Physical - 12** |  |  |  |  |
| Natural/Effective movement |  |  |  |  |
| Movement enhances meaning (motivated) |  |  |  |  |
| Character and action-gesture, posture, body language |  |  |  |  |
|  |  |  |  |  |
|  | **Physical Perf** | | | |  |
| **Performance – Character - 16** |  |  |  |  |
| Believable – Objective and obstacles were clear |  |  |  |  |
| Reaction to invisible acting partner – facial expressions |  |  |  |  |
| Range of actions/tactics – climax of script & actions – variety |  |  |  |  |
| Conveyed author's intent |  |  |  |  |
|  |  |  |  |  |
|  | **Characterization** | | | |  |
| **Performance – Voice - 16** |  |  |  |  |
| Dynamic - uses thesis/antithesis, variety of pitch/volume |  |  |  |  |
| Uses text to convey emotion |  |  |  |  |
| Pronunciation |  |  |  |  |
| Projection/articulation |  |  |  |  |
|  |  |  |  |  |
|  | **Voice** | | | |  |
| **Performance – Pacing** - **12** |  |  |  |  |
| Dynamic (Variety of emotions/Variety in rate of delivery) |  |  |  |  |
| Appropriate to emotional content |  |  |  |  |
| Effective/appropriate use of pauses (follows punctuation) |  |  |  |  |
|  |  |  |  |  |
|  | **Pacing** | | | |  |
| **Analysis - 20** |  |  |  |  |
| Copy 1 – scansion and definitions |  |  |  |  |
| Copy 2 – language |  |  |  |  |
| Copy 3 – score |  |  |  |  |
| Copy 4 – transitions, pauses, breaths |  |  |  |  |
| Actor’s notes |  |  |  |  |
|  |  |  |  |  |
|  | **Analysis** | | | |  |
|  | **Total** | | | |  |
| **Breaking character minus 5/ Personal mannerisms minus 5** | | | | |  |
| **Grade** | | | | | **/108** |