

# Arts Assessment For Learning

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THEATER — 8<sup>TH</sup> GRADE

## HOW TO & TIPS: MONOLOGUES/ AUDITION PREP

**A Step – by – Step guide to utilizing teacher, peer and self-assessment formatively in an audition prep class or a monologue study unit.**

1. At the first class, explain the audition process. Explain the importance of finding appropriate contrasting monologues, and discuss how to go about choosing (monologues that you connect to, characters are age appropriate, etc.). If possible, have a packet of monologues for the students to look through to select monologues. If students already have monologues they are interested in using, have them read or perform them to the group and discuss whether or not the monologues were good choices (i.e., fit the student well in terms of personality, level of difficulty, etc.).
2. In the next class, have students share their monologues. After each student shares their monologue, engage the class in a discussion about whether or not that particular monologue is a good fit for that particular actor. If all are good choices, have students begin to memorize them (for homework) and start doing character work. If some students chose monologues that were not appropriate for them, recommend monologues that you feel will work better for them.
3. By the next class, all students should have a memorized monologue. Have a student perform the monologue. Give your feedback. Make sure your feedback is very specific, and have the student perform the monologue, or sections of them monologue again, utilizing the feedback. Ask the group if they saw a difference between the two performances. Discuss how the performance improved, and whether there is anything the student actor needs to continue to work on. Repeat this procedure for all students.
4. After two sessions of receiving feedback from the teacher, ask the class, “What makes a good monologue performance?” Chart their answers. This chart can be labeled “Criteria for a good monologue performance”.
5. Have students refer to the criteria list to create individual goals for themselves for each future class. Before a student performs their monologue, ask them which criterion they are working on today. For example, “I want to stay in character throughout the monologue.” Instruct the class to focus on that criterion while the student is performing. After the student performs their monologue, ask the class

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how he/she did in regard to that criterion. Allow them to give feedback. You, the teacher may also give feedback on that criterion, as well as any other notes you have for the student, but only after all students have given peer feedback. After receiving the feedback, allow the student to perform the monologue again utilizing the feedback. Repeat with each student.

6. After each class, instruct students to write in their journals about how they feel their performance went today – Did they achieve their goals? What went well? What do they need to work on? What is their next goal?