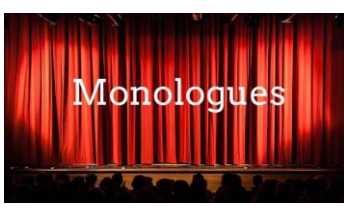




# The Warriner School Drama Department

## MONOLOGUES - Knowledge Organiser – TERM ONE – Year 10



### TOP TIPS TO START

- Choose a monologue you like: Pick a monologue that you really like.
- Understand the monologue's purpose: Determine the monologue's goal and objective.
- Analyse the character: Explore the character and their motivations.
- Practice: Practice delivering the monologue, including entering the given circumstances quickly.
- Consider the emotional journey: Think about the character's emotional journey, where they start and end, and how their emotions change.
- Make it seem fresh: Try to make it seem like the piece is being spoken for the first time every time.

**Monologue** comes from the Greek words *monos*, which means "alone," and *Logos*, which means "speech." It is a literary device that is the speech or verbal presentation given by a single character in order to express his or her collection of thoughts and ideas aloud. Often such a character speaks directly to audience, or to another character. Monologues are found in dramatic medium like films and plays, and also in non-dramatic medium like poetry.

**ROUND-UP:**  
Tips for helping students remember their lines

- 1 Read the lines aloud.** By speaking the lines you will hear them and they are more likely to stick.
- 2 Ask a friend to help you.** Friends can correct you on any mistakes you make, give you the cue lines and go back over any weak areas.
- 3 Practise, practise, practise.** This is the only way to make the lines stick. There is no such thing as a "photographic" memory. Everybody has to do this, even Kenneth Branagh.
- 4 Little and often.** Go over them first thing in the morning, a few times during the day and last thing at night..



### MONOLOGUE ASSESSMENT TASK

#### COMPONENT 2 PRACTICE EXAM – YR 10 WARRINER SCHOOL DRAMA DEPARTMENT.

Dear New Year 10 Student

Your first 'Official' assignment with us is the monologue assessment. This will provide you with an opportunity to show us your performance skills and perform a monologue in front of your classmates.

### THE TASK

- To perform a Monologue between 2-5 minutes in length
- The monologue must be from a '**PUBLISHED**' Play
- You must be 'OFF SCRIPT' i.e. you need to learn the lines! You have summer to ensure this is done.
- You will need to do some research into the character you are playing – Preparation is Key!
- We will be doing some prep work in class together
- You will be performing the monologue in lessons starting 18<sup>th</sup> September Onwards – You will be provided a schedule.
- You will be assessed on the following criteria:
- **GOOD LUCK! BREAK A LEG!**

	Application of performing skills to realise artistic intentions		
	PHYSICAL SKILLS	VOCAL SKILLS	INTERPRETATION OF CHARACTER
<b>BAND 5</b> 25-30	• Excellent and highly effective application of physical skills throughout the performance	• Excellent and highly effective application of vocal skills throughout the performance	• Excellent and highly effective and fully coherent interpretation of character sustained throughout the performance
<b>BAND 4</b> 19-24	• Good, mostly effective application of physical skills throughout most of the performance	• Good, mostly effective application of vocal skills throughout most of the performance	• Good, mostly effective and coherent interpretation of character sustained throughout most of the performance
<b>BAND 3</b> 13-18	• Reasonable application of physical skills in the performance	• Reasonable application of vocal skills in the performance	• Reasonable interpretation of character sustained for some of the performance
<b>BAND 2</b> 7-12	• Some application of physical skills in the performance	• Some application of vocal skills in the performance	• Some interpretation of character throughout the performance
<b>BAND 1</b> 1-6	• Limited application of physical skills in the performance	• Limited application of vocal skills in the performance	• Limited interpretation of character in the performance
<b>BAND 0</b>	• No performance skills	• No performance skills	• No character interpretation

### KEY VOCABULARY

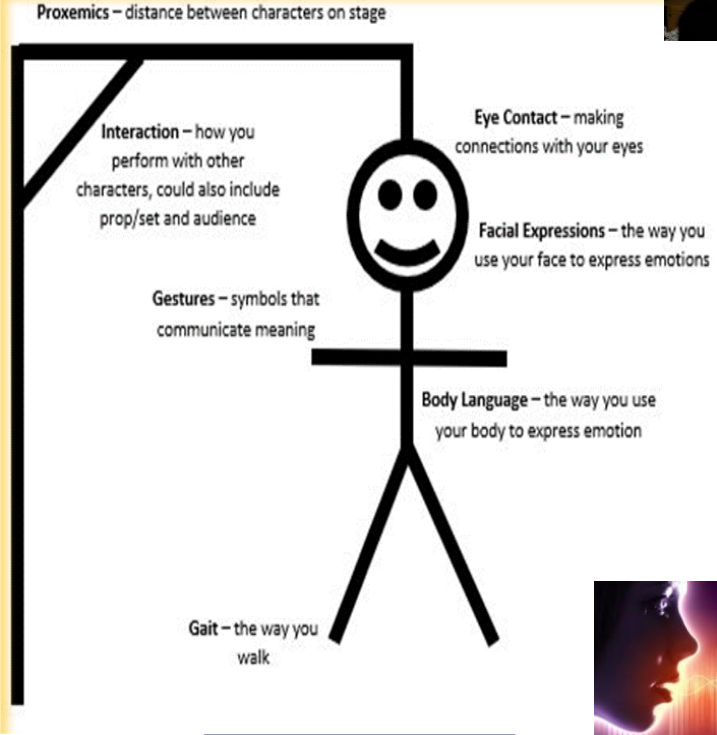
Dialogue  
Monologue  
Diction  
Set  
Articulation  
Stress  
Narration  
Direct Address  
Pause  
Volume  
Narration  
Accent  
Tone  
Pitch  
Pace  
Volume  
Gesture  
Annotation  
Posture  
Gait



# The Warriner School Drama Department MONOLOGUES - Knowledge Organiser – TERM ONE – Year 10



## PHYSICAL SKILLS



## Physical Skills

**BODY**

**Gesture:** movement of any part of the body to express idea, feeling or mood

**Facial expression:** using the face to show mood, emotion, feeling and responses

**Body Language:** select appropriate use of body on stage, choosing to use the whole body, or isolated parts of the body expressively

**Eye contact:** establishing eye contact with another actor or the audience

**Posture:** stance, way of standing

**MOVEMENT**

**Timing:** fast or slow tempo, when you move, duration (length) of movement

**Direction:** where you are going: forwards, backwards, diagonal, sideways

**Energy:** how you move, the amount of force, the mood expressed through movement

**Ensemble awareness:** moving as part of a group, proximity to other actors, responding to other actors' movement

**Repetition:** repeating a movement or recycling a movement for emphasis

Gait: way of walking

## Vocal Skills

**Emphasis:** choosing to stress particular words to convey meaning

**Accent:** particular to a country/society/culture

**Cueing:** when to speak

**Inflection:** the rise and fall of a voice

**Projection:** enables audience to hear the voice

**Articulation:** clarity of voice

**Pitch:** the highness or lowness of a sound

**Pace:** the rate at which words are spoken

**Pause:** where sound stops, how often and for how long

**Volume:** how loudly/softly the words are spoken

**Breathing:** to allow a controlled use of voice, to convey a feeling e.g a sigh or gasp

**Tone:** the feeling/emotion in the voice

Repetition: repeating a sound or words for emphasis

## ANNOTATING YOUR MONOLOGUE

LADY MACBETH.

He brings **great** news. The raven himself is hoarse That croaks the **fatal** entrance of Duncan/ Under/ **my!** battlements. //

**Come, you spirits** That tend on mortal **thoughts** / **unsex** /me here/ And fill me, from the crown to the toe/, **top-full** Of **direst cruelty!**

**make thick my blood,** / **Grab my wrists** Stop up the access and passage to remorse. That no **compunctious visitings of nature** Shake my fell **purpose** / nor keep peace/ between **The effect/ and it!**

**Come to my woman's breasts,** And take my milk for **gall/ you/ murdering/ ministers!//**

**Wherever in your sightless substances** You wait on nature's **mischie!**//

**Come/, thick/ night,/** And pall thee in the **dunest smoke** of hell //

**That my keen knife see not the wound it makes //** Nor heaven peep through the blanket of the dark **To cry, // "Hold, hold!" //**

/ Breath

// Pause

UNDERLINE – Stress

**YELLOW** – Excitable - Wistful

**GREEN** – Starting to become demonic – Ritual – Whisper – Building in Climax

**INDIGO** – Building in Dynamic - Hysterical

**RED** – Instructional, dynamic, strong

**PURPLE** – Hysterical – High Pitched -Euphoric



## VOCAL SKILLS

# PPPPATE

Pitch Pace Pause Projection Accent Tone Expression

