

Year 7 Drama Spring 2

Blended Learning Booklet

Monologues



Name:

Tutor group:

Teacher:

Aim to complete one lesson each week. Everything can be completed in the booklet and there are two blank pages at the end for extra work.

All videos are online using the classcharts link.

The Knowledge Organiser on page 5 has all the key information and vocabulary to help you with this unit.

Upload all work onto ClassCharts for feedback.

Content

Page

Road Map	Page 3
Zoom In	Page 4
Knowledge Organiser	Page 5
Notes	Page 6
Lesson One	Page 7-8
Lesson Two	Page 8-10
Lesson Three	Page 10-11
Lesson Four	Page 12-13
Lesson Five	Page 14
Monologue	Page 15
Notes	Page 16

Big Picture – Year 7 Overview Drama Department



Next
Year

Students are assessed on the making process and the performance.

Students work together in a group and research the topic to make it the best that it can be.

Students are given a criteria for performance and decide what techniques will be useful.

Students look at different pictures and listen to poems and stories from the war.

Assessment

Collaboration and research.

Recollection of techniques

Introduction to stimulus

Students will be assessed on their understanding of the techniques used in Greek theatre and how they apply them in a movement piece.

Assessment

The students look at the Greek story 'Theseus and the minotaur' and explore story telling.



Students learn how to use cannon, shared and unison. They do this through scripted and movement based exercises.

In this unit the students learn about theatre history and ensemble working.

Ensemble working and Key terminology

Intro to physical theatre

UNIT 4
Greek Theatre

Students are introduced to a play script and learn about the conventions and how they differ from a novel.

The play is read as a whole group, small groups or independently. The students are given questions to answer and discussion will take place around themes and genre.

Students will work in small groups to perform sections of the script. They will use techniques from the previous units to help them.

This is a practical assessment and they will perform a section of the text being assessed on vocal and physical skills.

Assessment

Read and analyse

Practical exploration

UNIT 3
Script

Students are given a pantomime script to devise from using costumes, sound and light.



To coincide with the year 7 trip to the local pantomime, the students are asked to research the conventions of this theatre form and plan their own performance.

Worksheets and research projects help the students explore the characters of melodrama. Silent film is referenced and short scripts assist the work.

In this unit the students learn about the history and its links to pantomime.

Assessment

Pantomime

The history and characters of Melodrama

UNIT 2
Melodrama

Students learn how to use the stage successfully to communicate time and place.

Students will become confident with the names of different theatre spaces and stage positioning.



Students will be able to choose at least three of the techniques to create a piece of drama from a selection of titles. They are assessed on their use of the skill.

Stage Positions and configurations

Assessment.

Cross-cutting

Students learn how to include these techniques in a piece of drama and understand how they communicate meaning with an audience.

Students learn the difference between the three images and how to work in a group to produce them.

In this unit students learn the basic skills and techniques to create successful drama.

Thought-track/narration

Freeze frames/still image/tableau

UNIT 1
Introduction to Drama

Year
7



THE BIG PICTURE – ZOOM IN

Drama year 7 Chicken!

WHY

- Identify the conventions of a script and the role of a playwright.
- Links to GCSE play analysis.

UP NEXT

- Greek theatre in year 8.
- Physical theatre in year 8.

WHAT? (CAREERS)

- Costume designer
- Actor
- Director
- Writer



WHAT WE KNOW/REMEMBER

AIMS

- To identify the conventions of a play text.
- To introduce the theme of road safety.
- To understand Direct Address and Unison.
- To read aloud in class
- To re call the word stereotype.
- To practically use movement, mime and gesture to stage a scene.

PREVIOUS LEARNING

- Possible visit to the theatre in primary school.
- Work on dramatic techniques.
- melodrama

PERSONAL OBJECTIVES



Knowledge organiser

Emotion	Description of facial expression
Happiness	Corner of the mouth raised upwards
Sadness	Corner of the mouth turned down
Anger	Lowered eyebrows and tightly pressed lips or bared teeth
Surprise	Wide eyes and dropped jaw
Confusion	A raised eyebrow and diverted eye contact



Conventions of a script

Lighting, dialogue, monologue, set, costuming and entrances/exits. Theatrical conventions may include split focus, flashback/flashforward, narration, soliloquy and thought tracks.



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.

Key words

Annotation- a note that explains or comment added to a text

Stage directions- instructions given in a script so the actors know how to act and where to go

Punctuation- the marks, such as ellipses, exclamation mark, and dash, used in scripts to give a direction on how the actor should say their line

Tone of voice- how high or low your pitch is and the pace in which you speak. When performing a scene you must identify the emotion of your character at each given moment.

Notes

Lesson 1

LI: To understand the meaning of a monologue
To look at the importance of physical skills

Task one

Watch the video <https://www.youtube.com/watch?v=OfIGqK0FGMo>

What is a monologue?

A performer's use of physical skills can help to convey lots of important information to the audience and helps to show a character's emotions. Performers use a range of physical skills to help transform themselves into the character they are playing.

Physical skills include:

- | | |
|---------------------|----------|
| •body language | •gesture |
| •eye contact | •pace |
| •facial expressions | •space |
| •walk (gait) | •levels |

Task Two

Read the following line

Wow! That looks so amazing, can I have some? Please!

What can you do physically with your body to show your characters emotions in this line?
Think about the physical skills named above.

Task Three

Every monologue will contain punctuation

What is the purpose of punctuation in a monologue or script?

Lesson Two

LI: To look at the context of a monologue

Task One

Complete the wordsearch

O	V	P	C	M	L	M	M	S	O	H	O	U	E
U	O	T	U	P	O	I	A	O	T	U	O	C	O
C	C	H	S	N	U	P	U	M	N	N	N	H	M
O	A	O	E	O	C	R	C	M	H	E	Y	A	T
M	L	U	U	T	S	T	O	C	I	O	S	R	P
M	M	G	G	C	V	L	U	D	S	I	N	A	H
U	Y	H	O	M	O	R	U	A	H	I	O	C	Y
N	L	T	L	S	T	A	P	U	T	A	I	T	S
I	A	S	O	N	T	N	U	M	R	I	T	E	I
C	E	C	N	T	C	N	H	O	I	L	O	R	C
A	A	D	O	N	C	E	C	A	O	S	M	N	A
T	L	C	M	E	R	O	O	C	S	T	E	N	L
E	A	E	T	T	E	T	R	M	C	M	N	L	S
T	M	D	M	H	S	C	R	I	P	T	I	L	G

COMMUNICATE
VOCAL
PUNCTUATION
CHARACTER
AUDIENCE
EMOTIONS
PHYSICAL
SCRIPT
THOUGHTS
MONOLOGUES

Task Two

Watch the video <https://www.bbc.co.uk/bitesize/guides/zmtrf4j/revision/1>

Task Three

This term we will be focusing on the monologue below from the play Chicken!

Read below

Chris: While nobody was looking I slid the phone down a drain
I knew if anybody found it... I'd get the blame...
People'd say I'd encouraged her with a dare
They'd make judgements and suspect I didn't care
They'd say I should've known better... should have been more mature
But everyone knows... for a moment's stupidity there is no known cure
Believe me... I'd do anything to change what happened that day.
The day I saw Tammy's body on the dual carriageway...
Being totally covered by a blanket, then stretched away...

Chris: The funeral was awful, the church was packed.
Everybody went.
I'll never forget her coffin, covered in the flowers that everyone'd sent.
Tammy's dad sat next to my mum... together in their grief.

She held his hand as the vicar talked of Tammy's life, saying it was "all too brief".
And then... then they played her favourite song and everyone cried.
Everyone apart from me... I felt numb... something inside me had died.

What is the monologue about?

Who is speaking?

Who are they speaking to? And why do you think this?

How are they feeling? How do you know this?

What does the character want?

Lesson Three

LI: To look at the context of a monologue

Task One

Read below and highlight any key information

We know that a monologue can show different emotions, tell a story, set a scene, share our characters thoughts or give us a motive for our characters actions. It is important as the actor to know about our character and what their objective is when reciting the monologue in order to give the audience the correct message through our body language, facial expressions and vocal skills.

We can learn a lot about a person from the way they stand, move and the gestures they make, and by studying their facial expressions and physical characteristics. A famous study by psychologist, Professor Albert Mehrabian in the 1960s examined how we communicate. He concluded that a staggering 55% of communication is through body language, 38% is by our tone of voice, and only 7% of what we communicate is through the actual words spoken. Even when a playwright's characters are detailed, there's much more to communicating a role than what's to be found in the text alone. The same applies to creating and developing characters of your own.

Task Two

Read through the monologue again

Chris: While nobody was looking I slid the phone down a drain
I knew if anybody found it... I'd get the blame...
People'd say I'd encouraged her with a dare
They'd make judgements and suspect I didn't care
They'd say I should've known better... should have been more mature
But everyone knows... for a moment's stupidity there is no known cure
Believe me... I'd do anything to change what happened that day.
The day I saw Tammy's body on the dual carriageway...
Being totally covered by a blanket, then stretched away...

Chris: The funeral was awful, the church was packed. Everybody went.
I'll never forget her coffin, covered in the flowers that everyone'd sent.
Tammy's dad sat next to my mum... together in their grief.

She held his hand as the vicar talked of Tammy's life, saying it was "all too brief".
And then... then they played her favourite song and everyone cried.
Everyone apart from me... I felt numb... something inside me had died.

Using a coloured pen/pencil, underline or **highlight** any parts you think show us how our character is feeling. For example, 'The funeral was awful' shows us that Chris did not like being at the funeral at all.

Lesson Four

LI: To add intention to our monologue
To annotate a monologue

Task One

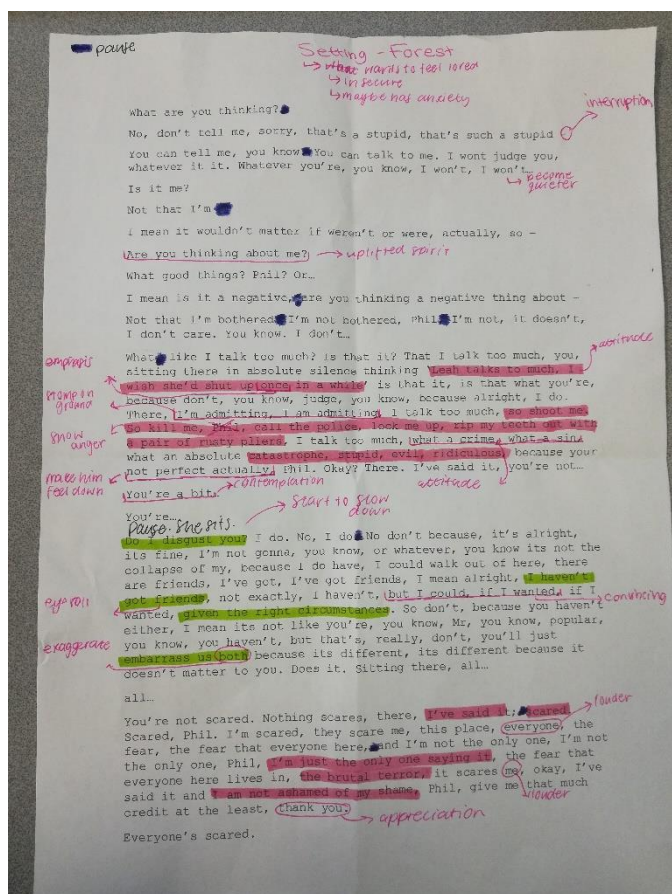
Watch the video <https://www.youtube.com/watch?v=XJASNomboyA>

Task Two

Annotating a monologue is an essential skill for finding the emotions and manner in which to perform. By annotating your monologue, you can develop a better understanding of your character and you may even be able to improve your performances. By annotating your monologue, you can add in –

- Stage directions
- Pauses
- And Tone of voice (attitude)

Below is an example of how to annotate a script.



This student has used different colours to show different things within the script.

All of the pauses for dramatic effect are in a dark blue.

The sentences where the emotions or tone of voice changes are in pink and they have added in the emotion being shown in the lines.

Anywhere they have added stage directions they have highlighted in green.

We are going to add these to our monologue. Choose 3 different coloured pencils/pens to write on your script.

Write in all the information you think necessary if someone else was to read this monologue. Where are the stage directions? Where are the pauses? And what tone of voice would you use?

Chris: While nobody was looking I slid the phone down a drain
I knew if anybody found it... I'd get the blame...
People'd say I'd encouraged her with a dare
They'd make judgements and suspect I didn't care
They'd say I should've known better... should have been more mature
But everyone knows... for a moment's stupidity there is no known cure
Believe me... I'd do anything to change what happened that day.
The day I saw Tammy's body on the dual carriageway...
Being totally covered by a blanket, then stretched away...

Chris: The funeral was awful, the church was packed. Everybody went.
I'll never forget her coffin, covered in the flowers that everyone'd sent.
Tammy's dad sat next to my mum... together in their grief.

She held his hand as the vicar talked of Tammy's life, saying it was "all too brief".
And then... then they played her favourite song and everyone cried.
Everyone apart from me... I felt numb... something inside me had died.

Lesson Five

LI: To rehearse the monologue
To complete the assessment

Task One

Watch the video <https://www.bbc.co.uk/bitesize/guides/zc8tgk7/revision/1>

There are many different ways of saying the same monologue. Try different ways of saying your monologue. You can be fast or slow, high pitch or low, accent or no accent. Try them all.

Which way suits you? And why?

What can you do physically to help show the audience your emotions in this monologue?

Task Two

Practice your monologue

What improvements can be made before assessment?

Chris: While nobody was looking I slid the phone down
a drain
I knew if anybody found it... I'd get the blame...
People'd say I'd encouraged her with a dare
They'd make judgements and suspect I didn't care
They'd say I should've known better... should
have been more mature
But everyone knows... for a moment's stupidity
there is no known cure
Believe me... I'd do anything to change what
happened that day.
The day I saw Tammy's body on the dual
carriageway...
Being totally covered by a blanket, then
stretchered away...

Chris: The funeral was awful, the church was packed.
Everybody went.
I'll never forget her coffin, covered in the flowers
that everyone'd sent.
Tammy's dad sat next to my mum... together in
their grief.

She held his hand as the vicar talked of Tammy's
life, saying it was "all too brief".
And then... then they played her favourite song
and everyone cried.
Everyone apart from me... I felt numb...
something inside me had died.

Notes

	Assessment Ladder
Yellow Plus	Excellent contribution to performance: <ul style="list-style-type: none"> • An extensive range of vocal and physical skills are demonstrated. • Skills are used precisely and in a highly effective way. • Personal interpretation is entirely appropriate to the monologue.
Yellow	Good contribution to performance: <ul style="list-style-type: none"> • Wide range of vocal and physical skills are demonstrated. • Speaks confidently and in a mostly effective way. • Personal interpretation exhibits a good degree of appropriateness to the monologue.
Blue	Reasonable contribution to performance: <ul style="list-style-type: none"> • Fair range of vocal and physical skills are demonstrated. • Speaks with care and with effectiveness in places. • Personal interpretation has some relevance to the monologue.
Green	Limited contribution to performance: <ul style="list-style-type: none"> • Narrow range of vocal and physical skills are demonstrated. • Skills are deployed uncertainly with little effectiveness. • Personal interpretation lacks appropriateness for the monologue.
White	Takes part in the performance